



Theoria Technical College

Effective January 1, 2026 – December 31, 2026

Version 2.6 – 7/6/2026

5857 Owens Avenue, Suite 300
Carlsbad, California 92008
(760) 487-8436 · theoriatechnical.com

Preparing skilled, ethical early childhood educators.

Catalog Revision History

This table records the revision history of the 2026 Academic Catalog. Substantive changes (policy, program structure, or compliance language) are versioned and dated. Editorial corrections that do not alter policy substance are not listed but are tracked in the institutional document.

Version	Date	Summary of Changes
2.0	January 1, 2026	Initial 2026 catalog release covering January 1, 2026 – December 31, 2026.
2.1	February 23, 2026	Master Calendar V3 (EEAS-107 / EEAS-108 added; CAP/C-ID alignment language; revision history table added.)
2.2	March 2, 2026	EEAS-107 and EEAS-108 full descriptions published. Comprehensive consistency remediation.
2.3	March 9, 2026	2027 and 2028 calendars adopted
2.4	April 6, 2026	credit-by-examination maximum that may satisfy EEAS Core;
2.5	May 21, 2026	Second pre-submission, date changes.
2.6	July 6, 2026	Grammar Edits. SLO edits.

APPROVAL

This catalog is approved by the Office of the President and the Office of Academic Affairs, including the Chief Academic Officer. The catalog is reviewed annually and updated through approved supplements or inserts pursuant to the Catalog Disclaimer.

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A Letter from Theoria

WELCOME

To our students, families, partners, and future colleagues welcome to Theoria Technical College. You are joining a community built on a single conviction: that early childhood educators are foundational to the health of our communities, and that they deserve preparation as rigorous and as humane as the work itself.

This catalog describes our programs, policies, faculty, and institutional standards, including requirements applicable to BPPE approval, ACCJC candidacy, and federal regulatory expectations when applicable. References to accrediting agencies are provided for transparency and do not imply accreditation beyond the status expressly stated in this catalog.

We are honored you chose Theoria.

Our History

Theoria Technical College was founded in 2016 to address the staffing needs of childcare programs across California. We began with industry-required certificate programs and, in October 2018, expanded our offerings with an associate degree program in early childhood education. Today we serve students statewide through a blend of synchronous instruction, asynchronous distance education, and supervised field experience.

Our Mission

Theoria Technical College is dedicated to providing high-quality, accessible, and innovative early childhood education programs that prepare students for successful careers as skilled and ethical early educators.

We foster a dynamic learning environment focused on practical, job-oriented training, ensuring that our graduates excel in meeting the needs of diverse communities. Our programs lead to an associate degree and certifications that address critical workforce development demands while empowering students to pursue lifelong learning and professional growth.

Through a commitment to academic excellence and inclusive education, Theoria Technical College empowers students to transform not only their own lives but also the communities they serve, contributing to a more equitable and impactful future.

Our Philosophy

The field of early childhood education has a growing and very rewarding future. Demand for the highest quality childcare and educational opportunities for all children has been continuing and progressively growing over the past decade. This demand has contributed to an increasing number of early childhood programs and an increasing need for highly qualified teachers and program administrators. Early childhood education provides outstanding career opportunities for everyone choosing an occupation in this field.

Our Commitments to Students

- Provide opportunities for every student to achieve their optimum potential within today's diverse population.
- Use a comprehensive, job-oriented curriculum that meets industry standards through on-site, hybrid, and online education in a live, interactive learning environment.
- Provide competency-based training, mentoring support, and flexible scheduling that lead to employment readiness in the shortest reasonable time.
- Select highly qualified instructors with professional experience and a commitment to continuing education and industry involvement.
- Provide vital support services that help students fulfill their academic and career goals, enrich the quality of their lives, and develop the competencies needed to succeed and advance in their chosen career path.
- Graduate skilled, employable educators whose learning experience prepares them for meaningful work in early childhood education.

Institutional Learning Outcomes (ILOs)

Upon completion of their educational experience at Theoria Technical College, students will be able to:

ILO 1: Professional Competence & Workforce Readiness — Demonstrate the knowledge, skills, and professional behaviors required for successful employment in early childhood education and related human service fields.

ILO 2: Effective Communication — Communicate clearly, professionally, and compassionately with children, families, colleagues, and community partners across diverse cultural and linguistic backgrounds.

ILO 3: Ethical Practice & Accountability — Apply ethical standards, reflective practice, and responsible decision-making in their work with children, families, and professional peers.

ILO 4: Critical Thinking & Problem Solving — Analyze situations, apply evidence-based practices, and make informed decisions to support child development, learning environments, and program operations.

ILO 5: Cultural & Community Responsiveness — Demonstrate respect, cultural humility, and culturally responsive practices that promote equity, inclusion, and meaningful engagement with diverse communities.

ILO 6: Lifelong Learning & Professional Growth — Engage in reflective practice, pursue ongoing professional development, and adapt to evolving workforce standards in early childhood education.

The Program Learning Outcomes (PLOs) specific to the Associate of Science in Early Childhood Education are published in the Approved Programs section of this catalog.



Required Statements & Public Disclosures

BPPE Required Statements

Theoria Technical College is a private postsecondary institution organized under the laws of the State of California and approved by the Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5, California Code of Regulations.

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION

1747 N. Market Blvd., Suite 225, Sacramento, CA 95834

P.O. Box 980818, West Sacramento, CA 95798-0818

Main: (916) 574-7720 · Toll-Free: (888) 370-7589 · Fax: (916) 263-1897

Web: www.bppe.ca.gov · Email: bppe@dca.ca.gov

Questions Regarding This Catalog

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834; P.O. Box 980818, West Sacramento, CA 95798-0818; www.bppe.ca.gov; toll-free (888) 370-7589 or (916) 574-7720; fax (916) 263-1897.

As a prospective student you are encouraged to review this catalog before signing the enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form available at www.bppe.ca.gov.

The Office of Student Assistance and Relief is available to provide information about filing complaints, assist with research and evaluation of postsecondary educational options, and provide guidance and referrals to address concerns. It may be contacted at (888) 370-7589, option #5, or by visiting osar.bppe.ca.gov.

Public Disclosure Statement

Theoria Technical College is committed to transparency, integrity, and accuracy in the publication of institutional information. The information contained herein is effective as of the date of publication and

is subject to change. The institution reserves the right to revise this catalog as needed to comply with regulatory updates or institutional improvements.

Theoria Technical College is approved to operate by the Bureau for Private Postsecondary Education (BPPE) and is a candidate for accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC), 428 J Street, Suite 400, Sacramento, CA 95814, (415) 506-0234, www.accjc.org.

Approvals & Affiliations

Theoria Technical College's degree and certificate programs are recognized by the State of California, Department of Social Services, Community Care Licensing Division (CCLD) under Title 22 Rules and Regulations for Child Care Centers, sections 101215.1(i)–101216.1(d), which fulfill certain employment qualifications in the child care field.

Theoria Technical College is a candidate for accreditation with ACCJC. Candidacy is a recognized pre-accreditation status and does not constitute initial accreditation or full accreditation. Theoria Technical College received ACCJC Candidacy effective February 3, 2026. The next ACCJC review activity is scheduled for September 30, 2026 – October 1, 2026. The Follow-Up Report serving as the institution's application for Initial Accreditation is due September 1, 2026.

Notice Concerning Unaccredited Status and Degree Program Limitations

Theoria Technical College is not accredited by an accrediting agency recognized by the United States Department of Education. The institution currently holds candidacy status with the Accrediting Commission for Community and Junior Colleges (ACCJC). Candidacy is a recognized pre-accreditation status and does not constitute accreditation.

Because the institution and its degree program are unaccredited, prospective students should carefully consider the following known limitations before enrolling:

- The Associate of Science in Early Childhood Education is not designed to lead to a position requiring state licensure, and there is no licensure examination associated with this program.
- A degree program that is unaccredited, or a degree from an unaccredited institution, is not recognized for some employment positions, including, but not limited to, positions with the State of California.
- A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

Theoria Technical College is an applicant institution for accreditation with the Accrediting Council for Continuing Education & Training (ACCET). Applicant status signifies that the institution is engaged in ACCET's initial accreditation review process; it is not a grant of accreditation and does not guarantee that accreditation will be awarded. A determination by the ACCET Accrediting Commission is anticipated in 2026.

Programs are designed in alignment with descriptors from California’s Curriculum Alignment Project (CAP) and the Course Identification Numbering System (C-ID). Theoria Technical College does not currently claim CAP-Aligned status; formal alignment will be pursued upon achievement of Initial Accreditation.

Theoria Technical College does not currently participate in federal Title IV financial aid or Cal Grant programs. Students are responsible for tuition and fees through personal payment, approved institutional payment arrangements, employer sponsorship, private financing, or other non-Title IV sources. Any reference to Title IV applies only if and when the institution becomes eligible and approved to participate.

Phillip D. White IV, President, and Elisha M. Valentine, Chairwoman of the Board, are the co-founders of Theoria Technical College.

Bankruptcy Status

Theoria Technical College does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code, in compliance with California Education Code §94909(a)(12).

Catalog of Entry

The current catalog is effective January 1, 2026 through December 31, 2026. The catalog must be made available to all prospective and current students and is reviewed annually. Policy changes generally become effective in July following approval unless a regulatory requirement, accreditor directive, safety requirement, or approved catalog supplement requires an earlier effective date (see also Catalog Disclaimer). Changes affecting enrolled students will be communicated in writing. Students enrolled at the time of a change are protected from any hardship resulting from such changes. Students restarting their program after a withdrawal are required to meet the new program requirements; the catalog in effect at the restart date becomes the catalog of entry.

Academic Freedom

Freedom in Research and Publication

Faculty members are entitled to freedom in research and the publication of results, subject to the adequate performance of their other academic duties. Research for financial return must be based upon an understanding with the institution.

Freedom in the Classroom

Faculty are entitled to freedom in the classroom in discussing their subject, but should not introduce content unrelated to their discipline.

Freedom of Expression as Citizens

When faculty speak or write as citizens, they shall be free from institutional censorship or discipline, while remembering that the public may judge the profession and the institution by their statements.

Institutional Conduct and Responsibilities

Faculty agree to perform their duties in accordance with institutional policies and to maintain a high standard of professional conduct.

Due Process and Grievance Protection

Faculty enjoy the right to due process and to the grievance procedures established by the institution in any matter affecting their employment, professional standing, or academic freedom.

Affirmative Action Statement

Theoria Technical College is firmly committed to providing an educational program for all eligible applicants without regard to race, creed, color, religion, national origin, sex, age, or medical condition, except for a medical condition that constitutes an occupational limitation.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer before attending Theoria Technical College to determine if your credits will transfer.

Notice to Prospective Degree Program Students

This institution is provisionally approved by the Bureau for Private Postsecondary Education to offer degree programs. The institution achieved accreditation candidacy/pre-accreditation effective February 3, 2026, and must achieve full accreditation by February 3, 2031, to continue offering degree programs under applicable BPPE requirements.

If the institution stops pursuing accreditation, it must: (a) cease all enrollment in its degree programs, and (b) provide a teach-out to finish degree programs already being offered, or refund money paid by students for degree programs not completed and these costs cannot be exceeded.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

Catalog Disclaimer

This catalog is not intended to be, and should not be construed as, a contract between Theoria Technical College and its students, either individually or collectively. This catalog is updated annually. Policy changes generally become effective in July following approval unless a regulatory requirement, accreditor directive, safety requirement, or approved catalog supplement requires an earlier effective date (see also Catalog of Entry). Changes affecting enrolled students will be communicated in writing. Any changes in educational programs, educational services, procedures, or policies required to be included in the catalog by statute or regulation that are implemented before the issuance of the annually updated catalog shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

All information contained herein reflects as accurately as possible the current curricula, policies, tuition, fees, and requirements for admission to, participation in, and graduation from the programs of Theoria Technical College as of the date of printing.

Theoria Technical College reserves the right to modify fees, curricula, policies, and requirements consistent with good educational practice and applicable regulatory requirements. Students will be officially notified of changes that affect their enrollment, program requirements, tuition, fees, or academic standing through approved catalog supplements, inserts, or written institutional notices.

Detailed information regarding the specific regulations which govern the educational and extracurricular programs at Theoria Technical College, and the procedures by which they are enforced, are published in the Standard Operating Procedures manual.

In keeping with the school philosophy of immediate responsiveness to the needs of students and schools, the school reserves the right to make modifications in program content, curriculum structure, and schedules without additional charges to the student and within regulatory guidelines. Information contained in any addendum to this catalog becomes an official part of the catalog and supersedes any contradictory information contained herein. This catalog will be updated at least once a year in accordance with regulatory guidelines.

Some programs that are offered may be cancelled because of insufficient enrollment, elimination or reduction in programs, or for any other reason considered sufficient by the Theoria Technical College President or designee. Any questions about programs listed in this catalog should be directed to the Student Services Department.

Policies and changes made by the Bureau for Private Postsecondary Education issued prior to publishing a new catalog will be given to each student and staff member in the form of a memo describing the changes and the effect to the student and/or staff member. For additional information, please call (916) 574-7720.



General Information

Address

5857 Owens Avenue, Suite 300, Carlsbad, California 92008. Additional offices in Suite 210 (2nd floor).

Contact

- Main: (760) 487-8436 · Fax: (800) 608-5994
- Ext. 1 Administration · Ext. 2 Spanish line · Ext. 3 Academics · Ext. 4 Student Services · Ext. 5 Operations
- Web: www.theoriatechnical.com

Office & Library Hours

- Office hours: Monday, Wednesday, and Friday, 8 AM – 4 PM. Tuesday and Thursday by appointment only.
- Library hours: Monday, Wednesday, and Friday, 9 AM – 3 PM. Tuesday and Thursday by appointment only.

Academic Year

The academic year runs from January 1 to December 31. Holidays observed by Theoria appear below.

Observance	Date (2026)
New Year's Day	January 1
Martin Luther King, Jr. Day	January 19
Presidents' Day	February 16
Easter Sunday	April 5
Mother's Day	May 10
Memorial Day	May 25
Juneteenth	June 19
Father's Day	June 21
Independence Day	July 4
Labor Day	September 7
Indigenous Peoples' Day	October 12

Observance	Date (2026)
Veterans Day	November 11
Thanksgiving Week	November 26 – 30
Winter Break	December 22 – January 1

In-Service Weekends and Days

On in-service weekends and days, no classes are held and the campus is closed for staff professional development and institutional planning.

In-Service Block	Dates (campus closed)
Winter In-Service	December 22 – January 1
January In-Service	January 14 – 15
February In-Service	February 15 – 16
Spring In-Service	April 4 – 5
Mother's Day In-Service	May 9 – 10
Memorial In-Service	May 23 – 24
Father's Day In-Service	June 20 – 21
Independence In-Service	July 4 – 5
Mid-Summer In-Service	August 15 – 16
Labor In-Service	September 5 – 6
Indigenous Peoples' In-Service	October 10 – 11
November Mid-Month In-Service	November 14 – 15
Thanksgiving In-Service	November 28 – 29
December Mid-Month In-Service	December 19 – 20
Post-Christmas In-Service	December 26 – 27

Campus closures do not necessarily suspend asynchronous LMS access unless expressly stated. Live sessions, administrative services, and campus access may be unavailable during holidays and in-service closures.



Facilities

Theoria Technical College is located at 5857 Owens Avenue, Suite 300, in Carlsbad, California. The campus has a large classroom appropriately furnished with instructional furniture, including a Smart Board, for the type of work performed. The facilities are readily accessible for disabled students, are conveniently located near good public transportation, and have easy freeway access.

Each workspace available for students includes a desk, chair, access to a laptop or desktop computer, printing services (for an additional charge), and free WiFi. General office supplies are available. A men's restroom and a women's restroom are provided, each with a shower. A cafeteria area, where food can be heated and consumed or stored in a refrigerator, is available to all students. Where available and permitted by facility rules, students may request access to shared building amenities for example the Gym or the Game Room. Availability is not guaranteed and may be subject to building management policies, safety rules, scheduling, and institutional approval.

Location of Instruction

5857 Owens Avenue, Suite 300, Carlsbad, CA 92008, and online in our Virtual Learning Environment (VLE).

Transportation

Students have access to public transportation if needed. Public transportation is available with stops located close to the campus. Students may also be able to arrange shared transportation with another student if their schedules are compatible.

Language of Instruction

Instruction for catalog-listed programs is conducted in English unless a specific course, section, or approved institutional offering states otherwise. Theoria Technical College does not offer ESL instruction. Bilingual advising or support services may be available but do not replace the English proficiency requirement for enrollment.

English as a Second Language (ESL) Instruction

Students must be able to read, write, speak, understand, and communicate in English. Any question regarding the language proficiency of the student may require the student to take the TOEFL iBT® examination. The minimum scores required are Reading 15, Writing 17, Listening 15, and Speaking 18 prior to signing the Enrollment Agreement.

Licensure

A career in early childhood education in the State of California does not require a license. Therefore, this program does not lead toward a license and graduates will be unable to sit for licensure. Theoria Technical College's coursework provides college credit that may apply toward the early childhood education unit and certificate requirements used for employment qualifications under California Title 22; no Theoria Technical College program, however, leads to a state professional license or qualifies a graduate to sit for a state licensing examination.

Handicapped Facilities

The College is located in a modern building and is fully equipped to meet ADA requirements, including handicap-accessible restrooms. The building and the parking structure have been designed for handicapped access.

Housing

The College does not maintain housing for students. Nearby hotels and community lodging may be available at market rates, which vary by season, availability, and provider. Students should contact the school administration office for general referral information only.

Parking

Off-street parking is provided at the school site.

Recruitment, Advertising, and Prohibited Activities

Recruitment, Advertising, Promotional Practices Policy

All applications must be reviewed and approved by authorized Student Services/Admissions personnel in accordance with institutional admissions procedures. Final institutional authority rests with the College President or designee. Recruitment and admission of students are never delegated to an outside party.

Prohibited Activities

An institution shall not do any of the following:

1. Use, or allow the use of, any reproduction or facsimile of the Great Seal of the State of California on a diploma.
2. Promise or guarantee employment, or otherwise overstate the availability of jobs upon graduation.
3. Advertise concerning job availability, degree of skill, or length of time required to learn a trade or skill unless the information is accurate and not misleading.
4. Advertise, or indicate in promotional material, without including the fact that the educational programs are delivered by means of distance education if the educational programs are so delivered.
5. Advertise, or indicate in promotional material, that the institution is accredited, unless the institution has been accredited by an accrediting agency.
6. Advertise promotional literature, and websites without inclusion of the name of the institution as it appears in state and federal agency directories.
7. Solicit students for enrollment by causing an advertisement to be published in "help wanted" columns in a magazine, newspaper, or publication, or use "blind" advertising that fails to identify the institution.
8. Offer to compensate a student to act as an agent of the institution with regard to the solicitation, referral, or recruitment of any person for enrollment in the institution, except that an institution may award a token gift to a student for referring an individual, provided that the gift is not in the form of money, no more than one gift is provided annually to a student, and the gift's cost is not more than one hundred dollars (\$100).
9. Pay any consideration to a person to induce that person to sign an Enrollment Agreement for an educational program.

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- 10.** Make unjustifiable and unprovable claims. The institution must refrain from utilizing superlatives which create a factual impression that may be misleading.
 - 11.** Use a name in any manner improperly implying that the institution is affiliated with any governmental agency, public or private corporation, agency, or association with which it is not in fact affiliated; that the institution is a public institution; or that the institution grants degrees if the institution does not grant degrees.
 - 12.** In any manner make an untrue or misleading change in, or untrue or misleading statement in writing, visually, orally, or through other means that have the capacity, likelihood, or tendency to deceive or confuse a student, prospective student, member of the public, or accrediting, federal, or state agencies. Misrepresentations are prohibited in all forms, including advertising, promotional materials, or in the marketing or sales of the institution's courses and/or programs. This can also relate to a test score, grade or record of grades, attendance record, record indicating student completion, placement, employment, salaries, or financial information, including a financial report filed with the bureau; information or records relating to the student's eligibility for student financial aid at the institution; and any other record or document required by this chapter or by the bureau.
 - 13.** Willfully falsify, destroy, or conceal any document of record while that document of record is required to be maintained by this chapter.
 - 14.** Use the terms "approval," "approved," "approval to operate," or "approved to operate" without stating clearly and conspicuously that approval to operate means compliance with state standards as set forth in this chapter. If the bureau has granted an institution approval to operate, the institution may indicate that the institution is "licensed" or "licensed to operate," but may not state or imply that the institution or its educational programs are endorsed or recommended by the state or by the bureau, or that the approval to operate indicates that the institution exceeds minimum state standards as set forth in this chapter.
 - 15.** Cause confusion or misrepresentation regarding what constitutes the institution's accreditation with a known commission, and what constitutes the programs/courses approved to be offered by the accredited institution.
 - 16.** Cause confusion or misrepresentation regarding business endeavors that are outside of the institution's scope of accreditation (e.g., a translation service offered by an accredited institution offering English for Speakers of Other Languages).
 - 17.** The institution may reference accrediting agencies only in a manner that is accurate, complete, and not misleading. Any agency logo or mark may be used only when authorized and in accordance with the agency's published requirements.
 - 18.** Fail to clearly identify any programmatic or specialized accreditation it may have and protect against any misrepresentation or misunderstanding regarding that accreditation.
 - 19.** Direct any individual to perform an act that violates this chapter, to refrain from reporting unlawful conduct to the bureau or another government agency, or to engage in any unfair act to persuade a student not to complain to the bureau or another government agency.
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20. Compensate an employee involved in recruitment, enrollment, admissions, student attendance, or sales of educational materials to students on the basis of a commission, commission draw, bonus, quota, or other similar method related to the recruitment, enrollment, admissions, student attendance, or sales of educational materials to students, except as specifically permitted by statute for (a) educational programs scheduled to be completed in 90 days or less, where the institution shall pay compensation related to a particular student only if that student completes the educational program, or (b) institutions participating in federal student financial aid programs, where payments to those involved in recruitment, admissions, or the award of financial aid must conform with federal regulations.
21. Attempt to recruit participants in or around locations operated by a governmental or charitable agency that assists the economically disadvantaged or underprivileged, without express permission from the governmental or charitable agency.
22. Require a prospective student to provide personal contact information in order to obtain, from the institution's internet website, educational program information that is required to be contained in the school catalog or any information required pursuant to the consumer information requirements of Title IV of the federal Higher Education Act of 1965, and any amendments thereto.

Annual Reports

Theoria Technical College annually reports to the Bureau for Private Postsecondary Education as part of the annual report and publishes in our School Performance Fact Sheet all of the following:

- The job placement rate, calculated by dividing the number of graduates employed in the field by the number of graduates available for employment for each program that is either designed, or advertised, to lead to a particular career, or advertised or promoted with any claim regarding job placement.
- The license examination passage rates for the immediately preceding two years for programs leading to employment for which passage of a state licensing examination is required, calculated by dividing the number of graduates who pass the examination by the number of graduates who take the licensing examination the first time that the examination is available after completion of the educational program. Because no Theoria Technical College program leads to employment for which passage of a state licensing examination is required, license examination passage rates are not applicable to Theoria Technical College programs and are not reported.
- Salary and wage information, consisting of the total number of graduates employed in the field and the annual wages or salaries of those graduates stated in increments of five thousand dollars (\$5,000).

Emergency Phone Numbers

In case of emergency, please call 911 for ambulance, fire, or police.

Campus Security

The College is administered in accordance with the California Private Postsecondary Education Act of 2009. The physical facilities undergo periodic inspections required by the State of California and the city and county agencies responsible for users of the building. Students are provided with safety instructions. A fire department visits on a regular basis. CAL/OSHA requirements are followed. Fire escape routes are posted. Earthquake procedures are routinely reviewed with staff and students. Health, safety, earthquake, and security matters are handled by the Operations Department or designee.

Security Policy

Should you witness a crime or emergency, please do the following: (a) immediately notify your instructor or Student Services representative and report the incident; and (b) in case of emergency, call 911 or the local police station.

The College has adopted and implemented the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act), 20 U.S.C. §1092(f); 34 CFR §668.46. Annual security reporting and timely-warning practices follow current Department of Education guidance.

School Safety

Theoria will fully implement policies to ensure that students, faculty, and staff are helped if they become victims of criminal actions or other emergencies occurring on campus. Anyone affected will receive immediate treatment off-campus and be provided information regarding resource facilities for follow-up treatment and legal action.

Criminal offenses are defined as an unlawful attempt or threat to do physical injury to another or damage to another's personal property. These offenses include, but are not limited to, murder, aggravated assault, rape, burglary, robbery, and motor vehicle theft.

Procedures to ensure campus security:

- Staff will be trained to be aware of any unusual occurrences or behaviors on or around the campus grounds and to notify proper authorities.
- Instructors who are in the classroom will at all times monitor all classrooms.
- The Student Services Department or designee secures the building each evening and ensures that all students, faculty, and staff have properly exited the building.
- Campus training and awareness are provided to each new student and to newly hired employees and faculty during their orientation session.

In the event of a criminal action or other emergency: (1) Student Services or designee is the first person notified; the second contact is the designated department manager. (2) The school will immediately notify proper law authorities, and a written statement from the victim will be obtained. (3) Medical and

follow-up treatment services will be made available to the victim if required. (4) Management will be in contact with the victim regarding the status of medical treatment, law enforcement, and any necessary action regarding disciplinary proceedings. (5) Confidentiality will be maintained to the maximum extent permitted by law and institutional policy. Disclosures may be required by Title IX, mandated reporting laws, FERPA-permitted exceptions, lawful subpoenas, or other applicable legal obligations.



Approved Programs

CIP CODE

Associate of Science in Early Childhood Education — CIP 19.0709 Child Development. The CIP designation is recorded in the program's Course Outline of Record set and in the institution's IPEDS reporting.

Associate of Science in Early Childhood Education

The Associate of Science in Early Childhood Education (AS in ECE) is a 60-semester-unit, 20-course program designed to prepare students for entry-level employment as educators in licensed child-care and early-education settings, and to lay the foundation for transfer to baccalaureate programs in child development.

Theoria Technical College has not entered into articulation or transfer agreements with any other institution. Students who plan to transfer AS in ECE credits to a receiving institution should consult that institution's transfer office in advance; see the Articulation Agreements and Notice Concerning Transferability sections of this catalog.

Program	Units	Total Learning Hours	Years
Associate of Science in Early Childhood Education	60	2,700	2

Course Category	Courses	Units (each)	Hours (each)	Term
EEAS Core	8	3	135	5-week
EEAS Electives (choose 3 of 7)	3 of 7	3	135	5-week
General Education	9	3	135	5-week
Total	20 courses	—	2,700	—

EEAS Core Courses (8 — all required, 24 units, in residence)

- EEAS-101 Child Growth and Development: Childhood and Adolescence
- EEAS-102 Child, Family, Community, and School Socialization
- EEAS-103 Early Childhood Curriculum: Theories, Methods, and Practices
- EEAS-104 Infant & Toddler Development: Conception to Age Three
- EEAS-105 Early Childhood Program Administration

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- EEAS-106 Health, Safety & Nutrition for the Young Child
 - EEAS-107 Adult Supervision and Leadership: A Developmental Approach (Launching Fall 2026; see Course Catalog for description)
 - EEAS-108 S.T.E.A.M. for Preschool: Materials and Curriculum (Launching Fall 2026; see Course Catalog for description)

EEAS Electives (Choose 3 of 7 — 9 units)

- EEAS-110 Cognitive Development: How Children Think
- EEAS-120 Effective Strategies for Challenging Behaviors
- EEAS-210 Early Childhood Special Education
- EEAS-320 Creating Environments for Learning
- EEAS-330 Music and Movement
- EEAS-410 STEAM for Infants & Toddlers
- EEAS-610 Promoting Wellness: Emotional Wellness & Trauma in Early Childhood Education

General Education (9 — 27 units across Areas A through H)

- BIO-101 Human Biology (Area A · Natural Sciences)
- HIS-101 U.S. History, 1600–1877 (Area B1)
- SOC-101 Introduction to Sociology (Area B2)
- ENG-201 Children’s Literature (Area C · Humanities)
- ENG-101 English Composition and Research Writing (Area D1 · also Area H)
- COMM-101 Workplace Communication (Area D2)
- HLTH-101 Introduction to Health (Area E)
- ETHN-101 Introduction to Ethnic Studies (Area F)
- MTH-101 College Math and Algebra (Area G)

General Education Area Definitions

Area A — Natural Sciences

These courses impart knowledge about living and non-living systems and mathematical concepts and quantitative reasoning with applications. Courses fulfilling this requirement promote understanding and appreciation of the methodologies and tools of science, emphasize the influence of scientific knowledge on the development of civilization, impart appreciation and understanding of basic concepts (not just skills), and offer specific inquiry into mathematical concepts, quantitative reasoning, and application.

Area B — Social and Behavioral Sciences

These courses explore, at the micro and macro level, the social, political, and economic institutions that underpin society. They probe the relationship between these institutions and human behavior, examine

these institutions in both historical and contemporary contexts, and include historical and contemporary perspectives emphasizing equity, diversity, and inclusion in U.S. and global contexts.

Area C — Humanities

These courses cultivate intellect, imagination, sensibility, and sensitivity. They encourage students to respond subjectively as well as objectively and to develop a sense of the integrity of emotional and intellectual responses. Courses study great works of the human imagination, increase awareness and appreciation of the traditional humanistic disciplines, impart an understanding of the interrelationship between creative art, the humanities, and the self, and provide exposure to both Western and non-Western cultures.

Area D — Language and Rationality

These courses emphasize both the content and form of communication. Students are taught the relationship of language to logic; how to analyze, criticize, and advocate ideas; to reason deductively and inductively; and to reach sound conclusions. Active participation and practice in written and oral communication are required.

Area E — Healthful Living and Self-Development

These courses facilitate an understanding of human beings as integrated physiological, social, and psychological organisms. They consider human behavior, sexuality, nutrition, health, stress, implications of death and dying, and the relationship of people to the social and physical environment.

Area F — Diversity

These courses give students the knowledge and skills necessary for comprehending settler-colonial histories, racial and ethnic dynamics, and continued sovereignty and social-justice movements in the United States. Students gain the skills to operate as responsible, informed, and constructive citizens in an evolving multiracial and multicultural democracy.

Area G — Math Competency

In these courses, students learn to distill and solve problems through the application of appropriate models and methods, and to articulate their solutions using language appropriate to the discipline. Collegiate-level math competency may be demonstrated by successfully passing MTH-101 (or any higher-level math course) with a grade of "C" or better.

Area H — Reading Competency

The objective is to analyze texts using methods appropriate to literary study and to situate analysis within contexts where texts circulate. Collegiate-level reading competency may be demonstrated by successfully passing ENG-101 with a grade of "C" or better.

Program Learning Outcomes (PLOs)

Upon completion of the Associate of Science in Early Childhood Education, students will be able to

1. Apply foundational child development theories to support the physical, cognitive, social, and emotional development of young children in early learning and care settings.
2. Design and implement developmentally appropriate learning experiences that reflect evidence-based best practices, cultural responsiveness, and inclusive approaches to early childhood education.
3. Demonstrate effective communication and collaboration skills when working with children, families, colleagues, and community partners.
4. Promote health, safety, and well-being by applying appropriate health and safety policies, procedures, and regulatory requirements in early childhood education environments.
5. Analyze professional practices and ethical responsibilities relevant to early childhood education, including reflective evaluation of personal growth and professional conduct.
6. Apply foundational administrative and organizational concepts relevant to early childhood programs, including documentation, supervision awareness, and basic program operations at an introductory level.

Degree Requirements

Candidates for the Associate of Science Degree must:

- Satisfactorily complete all General Education requirements (27 units across Areas A – H).
- Successfully complete all eight EEAS Core courses (24 units) in residence at Theoria Technical College.
- Successfully complete three of the seven EEAS Electives (9 units).
- Earn a cumulative grade point average (CGPA) of 2.0 ("C") or better in General Education and in the EEAS Core/Elective major.
- Demonstrate English competency through ENG-101 with a grade of "C" or better (Area D1 and Area H).
- Demonstrate math competency through MTH-101 with a grade of "C" or better (Area G).
- Reach a total of 60 degree-applicable semester units.

Early Childhood Education Certificate Programs

Each ECE/CDA certificate is a single-course, BPPE-approved Certificate Program.

Code	Certificate / Course	Units	Hours	Wks
ECE/CDA-100	Child Growth and Development	3	135	13

Code	Certificate / Course	Units	Hours	Wks
ECE/CDA-200	Child, Family, and Community	3	135	13
ECE/CDA-300	Curriculum Theories, Methods, and Materials	3	135	13
ECE/CDA-310	S.T.E.A.M. for Preschool	3	135	13
ECE/CDA-400	Infant/Toddler Development and Care	3	135	13
ECE/CDA-500	Early Childhood Program Administration and Management	3	135	13
ECE/CDA-510	Adult Supervision and Leadership	3	135	13
ECE/CDA-600	Preventive Health, Safety, Nutrition with Pediatric First-Aid and CPR	3	135	13

MODALITY

ECE/CDA certificates are delivered in the hybrid modality: live synchronous lecture via Adobe Connect, asynchronous coursework via the Orbund LMS, and a Supervised Field Experience (SFE) competency component. Maximum faculty-to-student ratio is 1:20 (on-campus) and 1:40 (distance education). All distance-education instruction includes documented Regular and Substantive Interaction (RSI) per 34 CFR §600.2 and IPM 4.12.



Academic Policies

Modalities of Instruction

Theoria Technical College delivers instruction in three modalities. All distance education components of Theoria Technical College courses include documented Regular and Substantive Interaction (RSI) in accordance with 34 CFR §600.2 and IPM 4.12. Live synchronous or on-campus components are documented through attendance, faculty engagement records, and course materials.

1. ECE/CDA Certificate Programs — Hybrid

Live synchronous lecture via Adobe Connect, asynchronous coursework via the Orbund LMS, and a Supervised Field Experience (SFE) competency component.

2. EEAS Associate-of-Science Courses — Asynchronous Distance Education with SFE

Asynchronous coursework via Orbund with documented RSI, plus an SFE component for applied field practice. The 45 SFE hours are counted within the 90 independent-learning hours. (with the exception of EEAS-106 Hybrid Asynchronous distance education via the Orbund LMS with a Supervised Field Experience (SFE) component, plus the Title 22-mandated Pediatric CPR/First Aid/AED certification delivered hybrid (online instructional portion with an in-person hands-on skills test))

3. General Education Courses — Pure Asynchronous Distance Education

Asynchronous coursework via Orbund with documented RSI. No live lecture and no SFE component.

Credit Hour Policy (IPM 4.3)

Theoria Technical College defines a semester credit hour as a minimum of 45 total hours of student learning. A 3-semester-credit course requires a minimum of 135 total student learning hours, distributed across direct faculty-led instruction, faculty-guided asynchronous instruction, supervised field experience, and out-of-class academic work.

Component	Hours (per 3-credit course)
Direct faculty-led instruction	45 hours
Independent and applied learning (out-of-class work, asynchronous engagement; SFE where applicable is counted within these 90 hours)	90 hours
Total student learning hours	135 hours

REFERENCE

These definitions align with 34 CFR §600.2, the ACCJC 2024 Standards and California BPPE §71780. All instructional time is documented and verified through faculty interaction records, LMS analytics, and oversight by Academic Affairs, per IPM Sections 4.3 and 4.7.

Credit Hour Allocation by Course Type

Per 34 CFR §600.2 and IPM 4.3 — 1 semester credit = 45 total hours

Component	GE Courses (Pure Async DE)	EEAS Courses (Async DE + SFE)	ECE/CDA Courses (Hybrid)
Faculty-Guided Contact Hours	45 hrs asynchronous / direct instruction equivalent	45 hrs asynchronous / direct instruction equivalent	45 hrs synchronous and asynchronous direct instruction
Independent / Applied Hours	90 hrs independent study	90 hrs including SFE hrs + remaining independent work	90 hrs independent / applied, including SFE where applicable
Total Hours (3 Semester Units)	135 hrs	135 hrs	135 hrs

SFE = Supervised Field Experience. All courses are 3 semester units (135 total hours). Contact hours include all faculty-guided instructional activity. Independent hours include all out-of-class student work.

Maximum Time to Complete

- Certificate programs (ECE/CDA): 13-week instructional term, with a one-time Reinstatement option providing up to 30 additional days for completion (see Reinstatement Policy).
- Associate of Science in Early Childhood Education: published length of two years from the initial course start date. The maximum allowable timeframe is 150% of published length (three years), in accordance with IPM 4.17 (Satisfactory Academic Progress) and federal Title IV regulations when applicable.

Grading System

For courses beginning on or after Summer 2026, the unified 300-point grading standard applies. Courses that began before that date are governed by the grading policy in effect at the time of course start unless a written institutional transition notice states otherwise.

Rating	% Score	Letter	Points (per 300-pt course)	GPA
Excellent	90 – 100%	A	270 – 300	4.0
Good	80 – 89.99%	B	240 – 269.99	3.0
Satisfactory	70 – 79.99%	C	210 – 239.99	2.0

Rating	% Score	Letter	Points (per 300-pt course)	GPA
Fail	Below 70%	F	Below 210	0.0

210 points = 70% = a grade of C is the minimum passing score in every Theoria course. There is no D grade.

What it takes to pass by course type

The 210-point (70%) score is required for every course. Some course types add one or more completion requirements on top of it. A student must meet every requirement marked in their row, missing any one means the student does not pass, regardless of points earned.

Course type	210 points (70%)	Supervised Field Experience	Live-Lecture Attendance	Pediatric CPR & First Aid
General Education (GE)	✓	—	—	—
EEAS — AS in ECE courses	✓	✓	—	—
ECE/CDA Certificate courses	✓	✓	✓	—
ECE/CDA-600 (Health, Safety & Nutrition)	✓	✓	✓	✓

Gold = required for that course type.

What each requirement means

- 210 points (70%): the minimum score to pass any course, equals a grade of C.
- Supervised Field Experience (SFE): verified field hours plus a signed site-supervisor evaluation and timesheet for ECE/CDA Certificate Courses and EEAS Courses ONLY.
- Live-Lecture Attendance: attending the live (Adobe Connect) class sessions; a pass/fail requirement for ECE/CDA Certificate Courses ONLY.
- Pediatric CPR/First Aid is a graded 45-point assignment within the 300-point course grade and also a required competency gate for EEAS-106 and ECE/CDA-600 ONLY.

Other Transcript Codes

Code	Meaning
W	Withdrawal
I	Incomplete
Tr	Transfer Credit
IP	In-Progress

Definitions: CGA vs. CGPA

Course Grade Average (CGA): the running average across graded assignments within a single course. CGA must be at least 70% at every evaluation period and at the end of the course.

Cumulative Grade Point Average (CGPA): the grade point average across all attempted Theoria courses, expressed on a 4.0 scale. CGPA must be at least 2.0 for graduation from the AS in ECE and is the basis for program-level Satisfactory Academic Progress.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress under 34 CFR §668.34 and IPM 4.17 is evaluated at the program level. Two SAP tracks apply:

Multi-Course Program (AS in ECE)

- CGPA \geq 2.0 across all attempted EEAS and GE coursework.
- Pace \geq 67% (units earned divided by units attempted).
- Maximum timeframe \leq 150% of published program length (three years for the two-year AS).

Failure at an evaluation point results in SAP Warning; continued failure results in SAP Failure with an opportunity to appeal.

Single-Course Certificate Program (ECE/CDA-100-600)

For single-course certificate programs, SAP is evaluated through published course progress checkpoints and final completion. Students who are not meeting minimum progress standards receive written notice and may request academic support, reinstatement, or appeal as provided in the catalog.

Single-Course Certificate Progress Checkpoints

In addition to program-level SAP, students may receive progress reminders at the following internal checkpoints:

- Day 22 (25%) — approximately 33.75 learning hours · 2 – 3 assignments completed.
- Day 45 (50%) — approximately 67.5 learning hours · 4 – 6 assignments completed.
- Day 67 (75%) — approximately 101.25 learning hours · 8 – 10 assignments completed.

Attendance & Punctuality

Theoria Technical College programs are based on attendance and active participation. Attendance and punctuality are stressed for all programs. A student consistently coming to class sessions late or failing to attend class sessions on a regular basis will be advised. Excessive absences and/or tardiness may be

cause for a failing grade in the course, which students may have to re-enroll and re-pay tuition and registration fees.

Lecture Absences

Students are required to attend all lectures as scheduled. Each class keeps a daily attendance record. A minimum of 80% attendance is required for completion. Missing more than 20% of lecture attendance may result in advising; continued issues may result in academic probation by action of the Chief Academic Officer. For online and hybrid courses, attendance is measured through completion of assignments, journals, discussions, projects, and exams. If no completion of assessments has been recorded by 20% of class span, or if 20% of class assessment points have been missed consecutively without attempt, the student is subject to automatic withdrawal unless a make-up is requested during active class dates.

Reporting Responsibilities

Attendance is an important aspect of professionalism. Being present in class is defined as being physically present and mentally alert in the classroom. Any student who is seriously ill, hospitalized, or undergoes surgery must submit a written doctor's release on the day she or he returns to class. Students need to arrange for reliable childcare and to anticipate childcare needs during class times. It is school policy not to bring children of any age, other family members, or friends into the classroom. Students who anticipate being late or absent must notify the instructor prior to the start of class.

Tardiness

Theoria Technical College encourages students to be on time for all lectures.

Outside Preparation

Students are expected to complete assignments that require preparation outside regular class hours. The amount of time required to complete assignments will vary depending on the course and type of work assigned. Students are required to read all study material and complete all assignments given by instructors. The turnaround time for reviewing work submitted by students is no more than 10 days from the day the instructor receives the assignment.

Make-up Lectures

Theoria requires a student to make up a missed lecture day. Make-up lectures can be scheduled based on (a) instructor availability; (b) completion within the original program timeframe (a make-up may not extend beyond the published program completion date); and (c) the student paying an additional \$75 fee (waived if the student notifies the College 72 hours prior to the original lecture date).

Uncompleted Subjects and Remediation

Students will be given an opportunity, at the discretion of the College President and subject to the availability of space, to repeat, remediate, or make up lost work. This work shall be given full standing and credit with respect to the student's Satisfactory Academic Progress.

Academic Difficulty

Academic support is available for students. Students must meet with their instructor or a designated academic adviser to discuss the factors interfering with their academic progress, determine an appropriate course selection before registering for the next term or module, and develop an individual plan/contract for academic success.

Final Grade Report

A final grade report (transcript) is prepared for each student at the end of each grading period and provided to the student no later than 10 days after the end of the grading period. Each grade report contains the student's name and ID, birth date, grading period end date, course number and title, final grade, and grade point average for the period. All of this information is on the student's record.

Academic Integrity

Theoria Technical College is committed to a high standard of academic integrity. Honesty and independent effort are foundational to membership in this academic community. Failure to uphold these standards includes plagiarism, cheating on exams or assignments, collusion, and misrepresentation of credentials or prerequisites.

Artificial Intelligence Policy

To best support students' own learning, all graded assignments must be completed by the student, without any use of generative artificial intelligence (AI). Students must refrain from using AI tools to generate any content (text, video, audio, images, code, etc.) for any graded assignment or classroom exercise. Passing off AI-generated content as one's own constitutes a violation of Theoria's academic integrity policy. Questions: academics@theoriatechnical.com · (760) 487-8436.

Plagiarism Policy

Plagiarism is a serious offense carrying penalties ranging from failing an assignment to failing the course. A student is deemed to have plagiarized when one or more of the following indicators is present:

- A plagiarism-detection report shows greater than 24% matched content.
- The student's writing includes word-for-word passages taken without explicit and accurate acknowledgment.
- The student's writing closely resembles another source in thought, order, or diction (including synonyms) without acknowledgment.

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- Two or more student submissions contain resemblances outside normal probabilities of coincidence.
 - A submission contains terminology, data, or detail the student cannot, on questioning, explain.

Plagiarism Sanctions

1. Reprimand and required revision to eliminate plagiarism.
2. Lowered grade for the assignment (down to 0 points) without opportunity to regain credit.
3. Failure of the entire course.
4. Referral to the Chief Academic Officer for disciplinary action, which may include termination from the program.

Grade Appeals

A student who believes a grade was assigned in error must first discuss it informally with the instructor within two weeks of grade posting. If the matter is not resolved, the student may submit a formal Grade Appeal Form to the Academics Department within two weeks of meeting with the instructor. The Chief Academic Officer, in consultation with the instructor, will render a written decision within 10 business days of receipt of the formal appeal. Should further review be requested, a disinterested party with competence in the discipline will review the record and make a final recommendation within an additional 10 business days. A student placed on academic probation may appeal through the College President, whose decision is final.

Admissions & Enrollment

Articulation Agreements

Theoria Technical College has not entered into articulation or transfer agreements with any other institution. Students who plan to transfer AS in ECE credits to a receiving institution should consult that institution's transfer office in advance; see the Articulation Agreements and Notice Concerning Transferability sections of this catalog.

Admissions Policy and Procedure

- Complete an Application for Admission and an Enrollment Agreement prior to the start of any program.
- Provide a copy of driver's license, state identification card, work visa, or passport.
- Provide a copy of Social Security Card or equivalent documentation with the full 9-digit Social Security Number visible. The Social Security Number is collected and retained for institutional record-keeping consistent with California Education Code §94900 and Title 5 CCR §71920; it is not used for federal Title IV financial aid because Theoria Technical College does not currently participate in Title IV. The Social Security card image and number are stored in restricted-access institutional systems, are accessible only to authorized personnel, and are retained and securely destroyed in accordance with the institution's records-retention and information-security policies.
- Be at least 17 years of age.
- Provide a copy of high school transcript, diploma, or GED. AS Degree applicants must provide a high-school diploma, college transcript, or GED. Applicants for Certificate Programs and applicants taking individual courses without intent to complete the AS Degree may, in lieu of a high-school credential, may submit a vocational letter from an employer addressing the reasons for enrollment. A vocational letter accepted by Theoria Technical College replaces the Ability-to-Benefit (Wonderlic Basic Skills Test) requirement for that applicant.

All admissions requirements must be completed before consideration for acceptance. The College President will formally accept or reject the application and notify the applicant by letter, phone, or email within five business days.

Ability-to-Benefit Students

Applicants without a high-school diploma, Certificate of Proficiency, or G.E.D. certificate — and without an accepted vocational letter from an employer — are administered the Wonderlic Basic Skills Test™, administered by an independent third party by appointment. Testing must be completed prior to signing the enrollment agreement. The minimum passing composite scores are: Verbal 200 · Math 210. An applicant who does not pass may retake the test after seven days.

International Students

Theoria Technical College accepts international students but does not provide visa services and does not vouch for student status or associated charges. Theoria Technical College is not certified by the U.S. Student and Exchange Visitor Program (SEVP) and does not issue Form I-20 (F-1) or Form I-20 (M-1). International students must hold lawful U.S. presence through their own visa status, permanent residency, or other lawful means. Because Theoria Technical College's EEAS and General Education courses are delivered asynchronously online, in-person residency in the United States is not a program requirement; ECE/CDA certificate courses that include live synchronous instruction can be attended remotely from any location with adequate internet access.

Transfer of Credit

Transfer of credit is encouraged and available in all programs. Applicants may request an informal evaluation prior to admission. Evaluation requires (1) an official transcript reflecting the course and (2) a copy of the institution's catalog course description. Non-U.S. transcripts must be evaluated by a National Association of Credential Evaluation Services (NACES) member agency.

Transfer credit and experiential credit may not be used to satisfy the eight required EEAS Core residence courses; they may be applied only to eligible general education and elective coursework, and together they may not exceed fifteen (15) semester units. Credit by examination is governed by a separate maximum of fifteen (15) semester units. Because credit by examination is an institutional assessment of a student's demonstrated mastery rather than credit imported from another provider, it may be applied to EEAS Core requirements as well as to general education and elective requirements. Transfer credit, experiential credit, and credit by examination are distinct categories; the combined total of non-residence credit applied toward any Theoria Technical College credential may not exceed thirty (30) semester units.

Minimum Requirements for Transfer Credit

- Recorded on an official transcript from an institution accredited by a USDOE- or CHEA-recognized agency.
- Earned within ten years prior to or after matriculation.
- Earned in courses posting a grade of "C" (2.0) or higher.
- Equivalent in content to a corresponding Theoria course (or enhances the student's education).
- Approved prior to registering for the course at Theoria.

Maximum Transfer Credits

The maximum number of credits accepted for transfer is 15 semester units of the total required to complete the program of study. Transfer credit is evaluated and awarded in accordance with IPM 4.6 (Transfer of Credit Policy). A Credit Evaluation Fee applies to the evaluation of transfer credit (see Tuition and Fees).

Reconsideration

Applicants may request review of a transfer evaluation by submitting a written request to the Student Services Department within 30 days. The outcome of this review is final.

Credit by Examination

Theoria accepts credit by examination consistent with ACE guidelines, including but not limited to the College Level Examination Program (CLEP) and the DANTES Subject Standard Test (DSST). Credit by examination is evaluated under IPM 4.16 (Credit by Examination). Credit awarded by examination may not exceed fifteen (15) semester units and is separate from the transfer and experiential credit maximum; it may satisfy EEAS Core, general education, or elective requirements. A Credit Evaluation Fee applies to credit by examination (see Tuition and Fees).

Experiential Credit Policy

This policy sets forth the criteria for granting non-traditional education credits in recognition of the value of life and work experiences. Non-traditional credits apply only to our Early Childhood Education Associate of Science Degree program; they do not apply to any certificate program.

A student may apply for non-traditional education credit based on work or life experience, and such credit must be supported by a recognized credit-evaluation source — for example, an American Council on Education (ACE) CREDIT recommendation, a College Level Examination Program (CLEP) score, a DANTES Subject Standard Test (DSST) score, or comparable competency-based examination. Accrediting agencies recognized by the U.S. Department of Education accredit institutions and programs; they do not grant student credit for life or work experience. Students may apply at any time after completing the process of admission, even if not yet registered or after gaps in enrollment.

Requests for non-traditional credit will be evaluated and awarded at the sole discretion of the Academics Department. Non-traditional education credit cannot exceed the credit value of the equivalent course. The evaluation typically involves a personal interview, verification of occupational or life experience, and results of occupational competency examinations that might support occupational experience. Applicants must submit all relevant official documents, supportive materials, and specific information on the length, content, and other pertinent information concerning the work or life experience to the department chair or designee. After approval, the applicant must pay a \$125 Credit Evaluation Fee.

Sources of work or life experience meriting consideration may include but are not limited to: Military training; Correspondence courses; Certificate training; Apprenticeship instruction/training; Extension courses; Work experience; National Testing Programs; CLEP; and DSST.

- A maximum of 12 non-traditional education credits can be applied toward the Associate of Science Degree program.
- Non-traditional education credit is not included in a student's cumulative Theoria GPA.

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- Non-traditional credit recognized by Theoria may not be transferable to another educational institution; it is the student's responsibility to verify with the receiving institution.

The non-traditional education credit application form can be obtained from the Student Services Office or downloaded online. Students applying for non-traditional educational credit should first contact the Student Services Department at studentservices@theoriatechnical.com or (760) 487-8436, Ext. 4. The Student Services Advisor will review documents; if approved, the form is signed and the \$125 Credit Evaluation Fee (non-refundable) is paid. Once signed, the form is returned to the Academics office, and the non-traditional credits become a permanent record on the student's transcript. All experiential learning credit determinations are reviewed and approved by the Chief Academic Officer, documented in the student's official academic file, and retained per institutional recordkeeping policies.

Student Services & Rights

Contacts

STUDENT SERVICES DEPARTMENT

Email: studentservices@theoriatechnical.com

Phone: (760) 487-8436, Ext. 4 · After-hours: info@theoriatechnical.com

Non-Discrimination Policy

As a learning institution, Theoria Technical College must continuously address issues of diversity and multiculturalism. Every member of the Theoria community is expected to engage in action that leads toward the development of a more inclusive community. Proactive efforts toward increasing diversity and eliminating discrimination are highly encouraged.

In accordance with Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Vietnam Veterans Readjustment Assistance Act of 1974, and all other applicable civil-rights and non-discrimination statutes, Theoria Technical College prohibits discrimination based on race, color, religion, sex, national origin, age, ancestry, disability, and veteran's status.

Equal Opportunity Policy

Theoria Technical College is committed to providing equal opportunity for all qualified individuals in employment and education, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status, or parental status.

Title IX Coordinator

Title IX Coordinator: Alexandria Scott, Senior Academic Advisor. Contact: briscott@theoriatechnical.com · (760) 487-8436. In cases where the named coordinator has a conflict of interest, complaints may be directed to the College President or to the President's designee.

Disability / Section 504 Accommodations

Students with a disability or learning difficulty may indicate the need for accommodation on their initial application. The Student Services Department will follow up via email and request documentation meeting institutional guidelines. An Individualized Education Program (IEP) is not accepted as documentation unless a recent medical re-evaluation has occurred since high-school graduation. Once documentation is reviewed, the Department will confirm the accommodations available to the student. ADA / Section 504 Coordinator: Alexandria Scott, Senior Academic Advisor. Contact: briscott@theoriatechnical.com · (760) 487-8436. In cases where the named coordinator has a conflict of interest, requests may be directed to the College President or to the President's designee.

Student Conduct

Students are expected to dress and act appropriately while attending classes. At the discretion of the school administration, a student may be dismissed from school for serious or repeated infractions of conduct. Disciplinary action for conduct violations follows institutional due process: (1) written notice of the alleged violation is provided to the student; (2) an investigation is conducted by the Director of Student Services or designee; (3) the student meets with the College President or designee to respond to the findings; and (4) the student may submit a written appeal of the disciplinary decision within ten (10) calendar days of the President's decision. Violations of the school's conduct policy include but are not limited to:

- Destroying or damaging school property.
- Using illegal drugs or alcohol on school property or attending school under the influence.
- Cheating on an examination.
- Engaging in unlawful action.
- Breaching privacy or modesty.
- Sexual overtures, explicit or implied.
- Exhibiting violence, insubordination, or inappropriate language toward staff or students.

Drug-Free School Policy

In compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226), Theoria Technical College has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Violations may result in disciplinary action up to and including dismissal, subject to the institutional due-process procedures described in the Student Conduct section; law-enforcement officials may be notified for possible prosecution. A biennial review of the institution's drug- and alcohol-prevention program is conducted in accordance with federal requirements.

Drug & Alcohol Abuse Policy

Theoria recognizes that substance use can impair a student's ability to participate safely in the educational program. Any student attending school while impaired, or who becomes impaired while at school, will be subject to severe disciplinary action, up to and including dismissal. The use, possession, transfer, or sale of any substance on school premises is prohibited. Students using prescription medications must report this to their instructor and to school officials in case of adverse reaction.

Theoria maintains a referral service for students with substance-use problems; voluntary participation in a recovery program may be a mitigating factor in disciplinary action.

Community Referrals

- Allison Addiction Counsel — (760) 913-7283
- By the Sea Recovery — (760) 216-2207

Tutoring & Academic Support

Tutoring is available by appointment, during instructor office hours, and through peer- and staff-led sessions coordinated by the Academics Department. Delivery occurs in-person at the Theoria Learning Lounge (Suite 210), virtually via Adobe Connect, or asynchronously via email. Requests can be made through the Student Portal (Orbund). Contact: academics@theoriatechnical.com · (760) 487-8436, Ext. 3.

Academic Advising

Academic advising is a relationship with mutual responsibilities between an advisor and student advisee for timely consultation, sharing of accurate and complete information, careful listening, critical evaluation, and respectful interchange. Academic advising can be facilitated by a professional staff person or a faculty member.

All students are entitled to a quality advising system. The following factors characterize a quality advising system:

- Accessibility to students.
- Amount of time spent in advising students.
- Familiarity with the requirements of various school programs.
- Ability to relate successfully to a wide variety of students for the purpose of advising.
- Knowledge of resources available to meet student needs and the keeping of adequate records.

Contact your instructor or Student Services representative to make an appointment.

Career and Employment Services

Coordinated by Student Services and Operations, Career Services includes resume and portfolio development, interview preparation, job-search strategies, and access to the Theoria Job Board at <https://www.theoriatechnical.com/career-services> Sessions are delivered in-person, via Adobe Connect, and through Orbund.

EMPLOYMENT DISCLAIMER

While Theoria provides tools, coaching, and employer connections, it does not guarantee job placement. The institution is committed to equipping students with the resources and preparation necessary for successful employment entry and advancement.

Program-to-Industry Alignment Crosswalk

This crosswalk documents how Theoria Technical College's Early Childhood Education courses and programs align to recognized professional, occupational, and state-workforce standards. It demonstrates that program and course learning outcomes are mapped to external industry expectations and to the occupations graduates enter. It is published in the College Catalog and on the College website.

Reference Frameworks

NAEYC Professional Standards and Competencies for Early Childhood Educators (2019): (1) Child Development & Learning in Context; (2) Family–Teacher Partnerships & Community Connections; (3) Child Observation, Documentation & Assessment; (4) Developmentally, Culturally & Linguistically Appropriate Teaching Practices; (5) Knowledge, Application & Integration of Academic Content in the EC Curriculum; (6) Professionalism as an Early Childhood Educator.

CDA Child Development Associate® Competency Standards (Council for Professional Recognition): eight Subject Areas / six Competency Goals (safe & healthy environment; physical & intellectual development; social & emotional development; family relationships; effective program operation; professionalism; observing & recording; principles of child development & learning).

California Title 22 / DSS Community Care Licensing (CCR Title 22, Div. 12): child care center staff qualifications § 101216.1 Teacher Qualifications (12 postsecondary ECE / child-development units including core courses, plus experience; a valid CDA credential is an accepted alternative) and § 101215.1 Director Qualifications (teacher qualifications plus administrative units).

U.S. Department of Labor O*NET / Standard Occupational Classification (SOC): Preschool Teachers, Except Special Education (25-2011.00); Childcare Workers (39-9011.00); Education & Childcare Administrators, Preschool & Daycare (11-9031.00).

Program-Level Alignment

Associate of Science in Early Childhood Education prepares graduates for employment as Preschool Teachers (SOC 25-2011) and Education & Childcare Administrators (SOC 11-9031). Program learning outcomes are mapped to several industry standards.

ECE/CDA Certificate — aligns to the Title 22 teacher qualification and the CDA Child Development Associate® Competency Standards (Council for Professional Recognition. Target occupations: Childcare Workers (SOC 39-9011) and Preschool Teachers (SOC 25-2011).

Course-Level Crosswalk

Course	Course focus / SLO theme	NAEYC Standard	CDA Subject Area	CA Title 22 / DSS Licensing (CCL)	Occupation (O*NET/SOC)
EEAS-101 Child Growth & Development	Typical & atypical development, birth–age 8; developmental domains	Std 1 (Child Dev. & Learning in Context)	#8 Principles of child development & learning	§ 101216.1 Teacher Qual. core unit (child growth & development)	Preschool Teacher 25-2011
EEAS-102 Child, Family & Community	Family systems, community, socialization, partnerships	Std 2 (Family–Teacher Partnerships)	#4 Relationships with families	§ 101216.1 Teacher Qual. core unit (child, family & community)	Preschool Teacher 25-2011; Childcare 39-9011
EEAS-103 Curriculum Theories, Methods & Materials	Curriculum design, DAP, instructional methods	Std 4 & 5 (DAP Teaching; Content in Curriculum)	#2 Physical & intellectual development	§ 101216.1 Teacher Qual. core unit (program / curriculum)	Preschool Teacher 25-2011
EEAS-320/410/108 STEM/STEAM & Learning Environments	Content integration; inquiry; environment design	Std 5 (Academic Content in Curriculum)	#1 Safe, healthy learning environment	§ 101216.1 qualifying ECE units toward the 12-unit teacher requirement	Preschool Teacher 25-2011
EEAS-104 Infant & Toddler Development	Development conception–age 3; responsive caregiving	Std 1 & 4 (Child Dev.; DAP)	#3 Social & emotional development	§ 101216.1 + infant-care teacher units (§ 101216.3) for infant/toddler centers	Childcare 39-9011; Preschool Teacher 25-2011
EEAS-105 Program Administration & Management	Leadership, operations, staff, compliance	Std 6 (Professionalism)	#5 Effective program operation	§ 101215.1 Director Qual. administrative units	Education & Childcare Administrator 11-9031
EEAS-106 Health, Safety, Nutrition & CPR	Child health, safety, nutrition, emergency readiness	Std 1 & 6 (Child Dev.; Professionalism)	#1 Safe, healthy learning environment	Title 22 health & safety (§ 101226 et seq.); preventive health & pediatric CPR/First Aid (H&S Code § 1596.866)	Preschool Teacher 25-2011; Childcare 39-9011
ECE/CDA-100 Child Growth & Development	Typical & atypical development, birth–age 8; developmental domains	Std 1 (Child Dev. & Learning in Context)	#8 Principles of child development & learning	§ 101216.1 Teacher Qual. core unit (child growth & development)	Preschool Teacher 25-2011
ECE/CDA-200 Child, Family & Community	Family systems, community, socialization, partnerships	Std 2 (Family–Teacher Partnerships)	#4 Relationships with families	§ 101216.1 Teacher Qual. core unit (child, family & community)	Preschool Teacher 25-2011; Childcare 39-9011
ECE/CDA-300 Curriculum Theories, Methods & Materials	Curriculum design, DAP, instructional methods	Std 4 & 5 (DAP Teaching; Content in Curriculum)	#2 Physical & intellectual development	§ 101216.1 Teacher Qual. core unit (program / curriculum)	Preschool Teacher 25-2011
ECE/CDA-310 STEM/STEAM & Learning Environments	Content integration; inquiry; environment design	Std 5 (Academic Content in Curriculum)	#1 Safe, healthy learning environment	§ 101216.1 qualifying ECE units toward the	Preschool Teacher 25-2011

				12-unit teacher requirement	
ECE/CDA-400 Infant & Toddler Development	Development conception–age 3; responsive caregiving	Std 1 & 4 (Child Dev.; DAP)	#3 Social & emotional development	§ 101216.1 + infant-care teacher units (§ 101216.3) for infant/toddler centers	Childcare 39-9011; Preschool Teacher 25-2011
ECE/CDA-500 Program Administration & Management	Leadership, operations, staff, compliance	Std 6 (Professionalism)	#5 Effective program operation	§ 101215.1 Director Qual. administrative units	Education & Childcare Administrator 11-9031
ECE/CDA-600 Health, Safety, Nutrition & CPR	Child health, safety, nutrition, emergency readiness	Std 1 & 6 (Child Dev.; Professionalism)	#1 Safe, healthy learning environment	Title 22 health & safety (§ 101226 et seq.); preventive health & pediatric CPR/First Aid (H&S Code § 1596.866)	Preschool Teacher 25-2011; Childcare 39-9011
Observation & Assessment (embedded across courses)	Observation, documentation, screening, assessment	Std 3 (Observation, Documentation & Assessment)	#7 Observing & recording behavior	§ 101216.1 qualifying ECE units	Preschool Teacher 25-2011

Library

Theoria maintains reference materials including books, magazines, pertinent trade publications, and audio and visual instructional aids. Reference materials are kept for use on campus, but arrangements can be made with the office for home use. Library hours are listed in this catalog.

Student Records

Student records are confidential and are kept by the Registrar, who retains the transcript. As required by California Education Code §94900(b), Theoria maintains the pertinent student records described in §71920 for a period of five years from the student's date of completion or withdrawal, and maintains the transcript for fifty years in accordance with accreditor standards. Records may be reviewed only by authorized institutional faculty/staff, an authorized representative of an accrediting commission or the BPPE, or an authorized representative of a sponsoring agency, except with the student's consent. Copies of stored records may be obtained at \$0.25 per page.

Student Privacy Rights

Without the student's written consent and upon authorization of the College President or designee, Theoria may release records to the following parties: institutional officials with a legitimate educational interest; authorized representatives of the Comptroller General, the Secretary of Education, state education officials, or the Office of Civil Rights; other state/local officials pursuant to law; officials of other public or private schools where the student seeks to enroll; agencies in connection with financial aid; accrediting organizations; appropriate persons in an emergency; recipients of subpoena or judicial order; and authorized representatives of the BPPE.

Change of Status & Cancellation

Only the Student Services Department can initiate an address change, contact-information change, or a Cancellation/Drop Request. All such requests are forwarded to the College President for final approval and status change.

Drop, Withdrawal & Termination

Drop

A student may be dropped from a course or the program on any of the following grounds:

- (a) failure to meet the course-level minimum passing standard (Course Grade Average below 70%) after remediation and one retake opportunity, resulting in a non-passing course outcome;
- (b) failure to meet program-level Satisfactory Academic Progress standards (CGPA below 2.0 or pace below 67%) after the SAP Warning and probation sequence described in the SAP Policy;
- (c) exhaustion of the maximum program timeframe;
- (d) documented medical or personal reason with institutional approval;
- (e) misconduct as determined under the Student Conduct due-process procedures;
- (f) non-payment of institutional charges; or
- (g) material breach of the enrollment agreement.

Withdrawal

A student who finds it necessary to discontinue training should arrange to meet with the Director of Student Services to discuss the situation. Withdrawal is effected by written "Notice to Withdraw" from the student or by conduct demonstrating intent to withdraw. A mark of "W" appears on the transcript for the affected course(s).

Termination

The College may terminate enrollment for failure to maintain satisfactory academic progress, conduct violations, failure to meet financial obligations, or failure to complete a course within the published timeframe (plus any approved reinstatement window). Students may appeal a termination decision in writing to the College President within 14 days.

Leave of Absence (LOA)

A student may request one Leave of Absence per academic year. The duration of a general (non-medical) LOA may not exceed 60 days. For a medical LOA documented by a physician, Theoria may grant

up to 180 calendar days in any 12-month period, consistent with federal Title IV requirements when applicable. Only the College President is authorized to grant a Leave of Absence.

Reinstatement (Restart) Policy

A student who has been withdrawn or has missed the published completion timeframe may request reinstatement within 14 days of the action. A Reinstatement Fee of \$110 applies. Reinstatement provides up to 30 additional days for completion.

Family Educational Rights and Privacy Act (FERPA)

Theoria Technical College complies with FERPA. Students have the right to inspect and review their education records within 45 days of a written request; the right to request amendment of records the student believes to be inaccurate or misleading; the right to consent to disclosures of personally identifiable information, except to the extent FERPA authorizes disclosure without consent; and the right to file a complaint with the U.S. Department of Education. Complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Directory Information. Under FERPA (34 CFR §99.37), Theoria Technical College may disclose the following categories of information without a student's prior written consent: name, dates of attendance, enrollment status, major field of study, degrees and awards received, and participation in officially recognized activities. A student who does not wish any or all of this information disclosed may opt out by submitting a signed written request to the Registrar within thirty (30) days of the start of the student's first enrolled term. Requests submitted after that window will be effective as of receipt. This directory-information notice is provided annually as part of this catalog.

Complaint/Grievance Resolution Procedure

1. Express the concern in writing to the primary instructor or relevant staff for informal resolution via email.
2. If unresolved, submit a Complaint/Grievance Resolution Form. Academic complaints are forwarded to the Chief Academic Officer; non-academic complaints to the Director of Student Services. Acknowledgment is provided within 48 hours.
3. Resolution is attempted within 5 business days. If unresolved, the student may submit the complaint in writing to the Chief of Operations.
4. The Chief of Operations convenes a grievance session of all concerned parties. Each party may present their version. The College President issues a written decision to all parties within 48 hours.

5. If the decision is unacceptable, the student may, within 48 hours, submit copies of all documents and a cover letter to the College President and Board of Trustees. All complaints are resolved within 30 days from the initial report date.

Students may contact the agencies listed below as applicable to the institution's current approval or accreditation status. Listing an agency contact does not imply accreditation or approval beyond the status expressly stated in this catalog.

Unresolved complaints may be directed to:

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION

P.O. Box 980818, West Sacramento, CA 95798-0818

Phone: (916) 574-7720 · Toll-Free: (888) 370-7589

Web: www.bppe.ca.gov · Email: bppe@dca.ca.gov

ACCREDITING COUNCIL FOR CONTINUING EDUCATION & TRAINING (ACCET)

1722 N Street NW, Washington, DC 20036

Phone: (202) 955-1113 · Web: accet.org

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES (ACCJC)

428 J Street, Suite 400, Sacramento, CA 95814

Phone: (415) 506-0234 · Web: accjc.org

Student Rights

While matriculated, students have the right to:

- Receive written notice of cancellation; effect a withdrawal by written notice.
- A 100% refund of institutional charges, minus a reasonable deposit or application fee not to exceed \$250, if notice of cancellation is received through attendance at the first class session or the seventh day after enrollment, whichever is later.
- A pro-rata refund of unearned institutional charges for withdrawal at or before 60% of the period of attendance, paid within 45 days.
- A refund if the school closes before the student graduates.
- Quality instruction by faculty meeting state and institutional qualifications.
- Factual information concerning the school's educational programs.

-
- A fair and impartial hearing in accordance with the grievance resolution procedure.
 - Inspect education records during normal business hours and request correction of errors.

Tuition, Fees & Refunds

Contacts

ADMINISTRATION DEPARTMENT

Email: info@theoriatechnical.com

Phone: (760) 487-8436, Ext. 1 · After-hours: info@theoriatechnical.com

Schedule of Fees

ECE/CDA Certificate (each)	Tuition	Registration	Tech Fee	STRF
ECE/CDA-100, 200, 300, 400, 500, 600, 310, and 510	\$200.00	\$125.00	\$47.50	\$0.00
Total per Certificate Course				\$372.50

Associate of Science in ECE	Tuition	Registration	Tech Fee (6 sem)	STRF
20 courses × \$325	\$6,500.00	\$2,500.00	\$285.00	\$0.00
Total AS in ECE Program				\$9,285.00

All courses may also be taken individually at \$200 tuition + \$125 registration + \$47.50 technology fee = \$372.50 per course. Required textbooks and materials are listed by course. Unless expressly included in tuition, students are responsible for obtaining required materials at current provider prices. Estimated costs are disclosed before enrollment and may vary by vendor.

Program Charges

Program Charge	Amount
Registration Fee (per course)	\$125.00
STRF Fee (CA residents only)	\$0.00 per \$1,000 paid in tuition
Textbook (each — rented)	\$50.00
Virtual Learning Kit	\$50.00
Transfer Credits	\$15.00 per unit

Program Charge	Amount
Credit Evaluation Fee	\$125.00
Semester Technology Fee	\$47.50 per semester
Lecture Reschedule Fee	\$75.00
Reinstatement Fee	\$110.00
Additional Transcript Fee	\$25.00
Coursework Book (printed syllabus in binder)	\$20.00
Returned check service charge	\$50.00
Late payment charge	\$25.00 per day
Cancel/Drop Processing Fee	\$47.50 per cancellation/drop after program start

The Student Tuition Recovery Fund (STRF) assessment is set by the Bureau for Private Postsecondary Education (BPPE). The current STRF assessment rate is \$0.00 per \$1,000 in institutional charges paid, effective per BPPE notice and subject to change by BPPE at any time. Students should confirm the current rate at bppe.ca.gov prior to signing the Enrollment Agreement.

Payment & Change in Tuition

Tuition is due at enrollment. Theoria accepts cash, debit card, credit card, and personal checks. Tuition rates may be revised; students enrolled at the time of a rate change are protected through the catalog of entry. Returned checks incur a \$50 service charge; late payments incur a \$25/day charge and may result in administrative drop after five days of delinquency.

Financial Assistance

Theoria Technical College does not currently participate in federal Title IV financial aid or Cal Grant programs. Students are responsible for tuition and fees through personal payment, approved institutional payment arrangements, employer sponsorship, private financing, or other non-Title IV sources. Any reference to Title IV applies only if and when the institution becomes eligible and approved to participate.

Loan Repayment

Theoria Technical College does not participate in federal or state financial aid programs and does not offer, originate, or arrange student loans of any kind. However, if a student independently obtains a loan from a private lender or other source to pay for an educational program, the student is responsible for repaying the full amount of the loan plus interest, less the amount of any refund. If a student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid funds.

Student Tuition Recovery Fund (STRF) Disclosure

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program who is a California resident or enrolled in a residency program and you prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not either a California resident or enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-7720, or toll-free (888) 370-7589.

Eligibility for STRF Reimbursement

To be eligible for STRF, you must be a California resident or enrolled in a residency program, have prepaid tuition, paid or been deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or location within the 120-day period before the closure, or in a program within the 120-day period before the program was discontinued.
3. You were enrolled more than 120 days before the closure of the institution or location in a program as to which the Bureau determined there was a significant decline in the quality or value more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court based on a violation of this chapter, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan(s).

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. No claim can be paid to any student without a Social Security number or a taxpayer identification number.

Refund Policy

For purposes of determining the amount owed for time attended, the student shall be deemed to have withdrawn from the program when any of the following occurs:

- On or before the first class scheduled start date, or within seven days after enrollment. 100% refund of institutional charges, minus a non-refundable Registration Fee not to exceed \$250.
- After the class start date or after the seventh day from enrollment. Partial (pro-rata) refund based on time of request.
- After 60% of the course term completion from the start date. No refund.

A student may notify the institution of withdrawal by any form of communication, including in person, by phone, email, or letter. If the school terminates enrollment, that date is the date of withdrawal. Refunds will be paid within 45 days of withdrawal.

Sample Refund Calculation

Once a student is enrolled in classes, the registration fee and the technology fee are non-refundable. Refund of tuition is calculated using the pure hourly pro-rata method required by California Education Code §94919(c), §94920(d), and §94927:

Period of Financial Obligation Completed	Minimum Tuition Refund
Through 10%	≥ 90% of tuition
After 10% but within 20%	≥ 80% of tuition
After 20% but within 30%	≥ 70% of tuition
After 30% but within 40%	≥ 60% of tuition
After 40% but within 50%	≥ 50% of tuition
After 50% but within 60%	≥ 40% of tuition
After 60%	School retains 100% of tuition

Pro-Rata Refund Formula. Refund = Amount Paid – (Hourly Charge × Hours Attended). The Hourly Charge equals total institutional tuition divided by total program student-learning hours. Refunds are paid within 45 days of withdrawal. Worked example. A student enrolls in the Associate of Science in Early Childhood Education and prepays institutional tuition of \$6,500.00 for a program totaling 60 semester units (2,700 student-learning hours). The student attends 2 weeks of a 5-week course, enrolled in one 3-

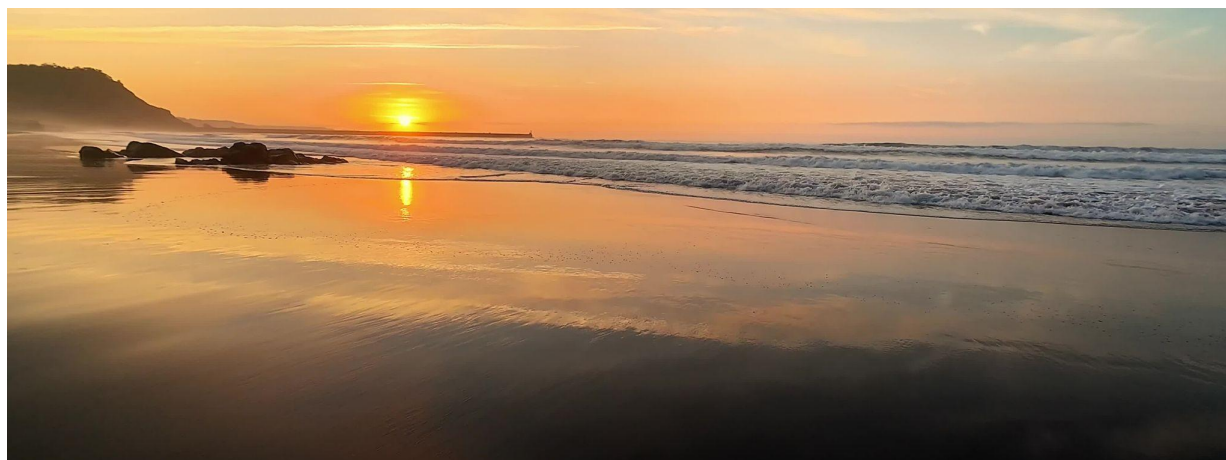
unit course (135 total hours · 27 hours per week · 54 hours attended), then withdraws. Calculation: Hourly Charge = \$6,500.00 ÷ 2,700 hours = \$2.407 per hour. Charge for hours attended = \$2.407 × 54 = \$130.00. Tuition refund = \$6,500.00 – \$130.00 = \$6,370.00. The \$125.00 non-refundable registration fee for the started course and the \$47.50 technology fee for the current semester are not subject to refund. The refund will be paid within 45 days of withdrawal. A pro-rata refund under §94919(c), §94920(d), or §94927 of the Code shall be no less than the amount paid by the student less the hourly charge multiplied by the number of hours attended (or scheduled to attend) prior to withdrawal. If a student has received federal student financial-aid funds, the student is entitled to a refund of monies not paid from federal student financial-aid program funds.

Class Cancel/Drop

Theoria refunds 100% refund of institutional charges, minus a non-refundable Registration Fee not to exceed \$250, if cancellation notice is made through attendance at the first class session or the 7th day after enrollment, whichever is later. A \$125 registration fee per class is non-refundable. A \$47.50 processing fee applies for cancellation or drop after the program start.

Involuntary Cancellation

Two or more consecutive missed classes, academic dishonesty, or insufficient resources may result in involuntary cancellation of a student's enrollment. If a program is canceled by the institution, the student may reschedule, transfer to an equivalent program, or receive a full refund.



Faculty & Leadership

Institutional Leadership

Role	Name	Credentials
President & Co-Founder	Phillip D. White IV	MSPN · BS Information Technology · U.S. Navy (retired)
Chief Academic Officer (CAO)	Cherryl Molina, M.A.	M.A. Child Development, SDSU · B.A. Human Development, UC · Program Director Permit · pursuing Ph.D. Infant & Early Childhood Development
Director of Business Development & Outreach	Antonio L. Jones, MBA, MPA	Lean Six Sigma · 20+ years healthcare leadership
Director of Student Services	Jenesis Hill	A.S. Business Administration · Pediatric First Aid & CPR Trainer
Chief of Operations	Jedaki Hill	B.A. History, Cal State Long Beach
Chief Financial Officer	April Holman	Certified Public Accountant (CPA)
Web Development & Multimedia	Cho Spicer	Freelance designer (since 2008)

Board of Trustees

Trustee	Background
Elisha M. Valentine (Chair)	Child Care Building Consultant · Co-Founder of Theoria
Yulinda Washington	Facility Director, Health Services
Hazel Martinez	Non-profit Specialist · Child Advocate

Faculty Qualifications Statement

Theoria Technical College documents faculty minimum qualifications consistent with ACCJC expectations. Faculty assigned to a course hold credentials in or appropriate to the discipline taught. The minimum-qualifications standard requires, at minimum, a master's degree in the discipline of the course assigned, or an appropriate equivalency established by the Chief Academic Officer in consultation with discipline-area faculty. Where a master's in the assigned discipline is not held, an equivalency file is maintained in the faculty member's personnel record. Faculty qualifications are reviewed by Academic

Affairs before assignment and documented in faculty files, including transcripts, resumes/CVs, licenses or certificates where applicable, and evidence of discipline-related experience. Faculty qualification files and minimum-qualification equivalency determinations for all instructors of record are maintained by the Office of Academic Affairs and are available for review by authorized institutional personnel and accrediting agencies upon request.

Adjunct Faculty

Faculty	Highest Credentials
Christine Collins, M.Ed.	M.A. Education (Ashford) · currently pursuing Doctor of Education in educational leadership and management
Pierre Williams, Ph.D.	Ph.D. Mathematics – Georgia State University
Danush Wijekularathna, Ph.D.	Ph.D. Mathematics with Statistics Concentration – Texas Tech University
Melanie Rodriguez, M.S.	M.S. Child Development (Univ. of La Verne) · B.A. Human Development (Pacific Oaks) · Title 22/5 · DRDP · ECERS · ASQ · Creative Curriculum · Head Start · Program Director Permit
Karen Keffer, Ph.D.	Ph.D. Education, MA Curriculum & Technology, MA Curriculum & Instruction, MA Early Childhood Education, BS Elementary Education – Jones International University
Yana Chi, M.Ed.	M.Ed. Curriculum & Instruction · B.A. English Literature (ICC Taipei) · CDP Director Permit
Karen Snedden, M.Ed.	M.A. Education (National University) · CA Multiple-Subject Teaching Credential
Christen Papallo, Ed.D	Ed.D Education, MS Special Education, BS History & Education – University of New England
Kosal Kat-Lim, M.A.	M.A. Education / Special Education (Ashford) · B.A. Child Development · CDP Director Permit · CLASS-reliable (PreK / Toddler / Infant) · Zero to Three certified
Chandra Farmer, Ed.D	Ed.D Early Childhood Education, MS Psychology, BS Birth through Kindergarten Education – Walden University
Paula Fender, Ph.D.	Ph.D. English & Comm, MA Technical writing, BA Mass comm – Iowa State University
Heather Stansbury, Ph.D.	Master of Arts English, Ph.D. English – University of Washington
Mai Wai, Ph.D.	Ph.D. Biology and Clinical Microbiology
Danai Strother, M.S., MBA	M.S. Nutrition · MBA (Prairie View A&M) · B.S. Communication

Faculty	Highest Credentials
Ashraf Esmail, Ph.D.	Ph.D. Interdisciplinary Studies (Union Institute) · M.S. Criminal Justice
Susana Farias, M.A.	M.A. Human Development (Pacific Oaks)
Kaira Nayfack, M.Ed.	M.Ed. Transformational Leadership (Aspen) · B.S. Early Childhood Studies
Rhiannon Winter, M.Ed.	M.Ed. Interdisciplinary Studies — Autism / Severe IDs / Equitable Practices (Wilmington) · B.A. ECE/Elementary Ed & Special Ed
Kelly Wells, D.H.Sc.	D.H.Sc. (Purdue Global) · M.Ed. Health & Wellness Ed · MPH Environmental Health · MBA Org. Dev. · M.S. Healthcare Administration
Carolina Mendez, M.A.	M.A. Educational Psychology — ECE (CSUN) · B.A. Child Development (CSUN)
Laura Richards, M.S./M.A.	M.S. Special Education (Hofstra) · M.A. Social Studies Education (Hofstra)
Julie Silva, M.A.T.	M.A. Teaching (Point Loma Nazarene) · B.A. ECE (Univ. Arizona Global)
Asja Bard, M.A.	M.A. History, concentration African American Studies – St. John’s University
Dea Divi, M.A.	M.A. English Literature – Mercy College
Michael Secilia, M.A.	M.A. Humanities & Social Science in History – University of Edinburgh
Andrew Ligeti, M.A.	M.A. History – Cal State University Northridge
Zachary McDaniel, Ed.D	Ed.D Education Doctorate in Educational Leadership, M.A. History, M.S. Education – University of the Cumberland

Support Staff

Department	Name	Role / Background
Operations	Brendan Tang	Operations Department Assistant · B.A. Cognitive Science / Computer Science (UC Berkeley)
Student Services	David Gonzalez	Student Services Advisor (bilingual: Spanish) · B.A. Criminology & Justice Studies (CSUSM)
Student Services	Jonathan Guerra	Student Services Advisor (bilingual: Spanish) A.S. Political Science

Department	Name	Role / Background
Academics	Alexandria Scott	Senior Academic Advisor. Pursuing A.S. in Early Childhood Education
Academics	Bowen Fan	Academics Department Project Manager · Google UX Design Certificate
Operations	Kevin Chang	Institutional Research/ IR

Course Catalog

The following course descriptions and student learning outcomes (SLOs) are reproduced from Theoria Technical College's approved Course Outlines of Record (CORs). Each SLO is mapped to one or more Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs).

ECE/CDA Certificate Programs (Hybrid · Single-Course Certificates)

Each certificate is delivered in the hybrid modality: live synchronous lecture via Adobe Connect, asynchronous coursework via the Orbund LMS, and a Supervised Field Experience (SFE) competency component. Each certificate is 3 semester units, 135 total learning hours over a 13-week instructional term, with a one-time Reinstatement option providing up to 30 additional days for completion. Cost per certificate: \$372.50 total (Tuition \$200.00 + Registration Fee \$125.00 + Technology Fee \$47.50).

Note: ECE/CDA-310, ECE/CDA-500, ECE/CDA-510, and ECE/CDA-600 remain part of the approved curriculum but are not currently offered as standalone certificate courses. Their subject matter is delivered to students through the equivalent EEAS Core courses (EEAS-108, EEAS-105, EEAS-107, and EEAS-106, respectively).

ECE/CDA-100 — Child Growth and Development

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 13-week hybrid

Modality: Hybrid: live synchronous lecture (Adobe Connect) + asynchronous coursework (Orbund LMS) + Supervised Field Experience (SFE) · **Max ratio:** 1:20 on-campus · 1:40 distance education

This course introduces foundational theories and research on child development from birth through age eight. Students examine cognitive, physical, social, and emotional growth while exploring how cultural, familial, and environmental factors influence development. Emphasis is placed on observing children in real early childhood settings, analyzing developmental milestones, and connecting field experiences to theoretical perspectives. Through faculty-guided instruction, applied assignments, and reflective practice, students build a comprehensive understanding of whole-child development. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills the single-course requirement of the ECE/CDA certificate program at Theoria Technical College.

Student Learning Outcomes

1. Explain major developmental theories and apply them to early childhood contexts. (Maps to: PLO 1 · ILO 4)
2. Identify developmental milestones across physical, cognitive, social, and emotional domains. (Maps to: PLO 1 · ILO 4)
3. Analyze the impact of culture, environment, and family systems on child development. (Maps to: PLO 1, PLO 2, PLO 3 · ILO 4)

4. Document and interpret observations of children in supervised field settings. (Maps to: PLO 6 · ILO 4)
5. Connect developmental theory to practical strategies for supporting children in early learning environments. (Maps to: PLO 1, PLO 2 · ILO 4)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the ECE/CDA certificate program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Feldman, R. S. (2022). Child Development (9th ed.). Pearson Education, Inc. ISBN: 978-0136966678. Available through VitalSource Bookshelf, Pearson, or major retailers. This course operates under the Credit-Hour model in accordance with IPM 4.3.

ECE/CDA-200 — Child, Family & Community

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 13-week hybrid

Modality: Hybrid: live synchronous lecture (Adobe Connect) + asynchronous coursework (Orbund LMS) + Supervised Field Experience (SFE) · **Max ratio:** 1:20 on-campus · 1:40 distance education

This course examines the vital role of families, communities, and cultural contexts in early childhood development. Students explore how family structures, parenting styles, social environments, and community resources influence children's growth, learning, and well-being. Emphasis is placed on building inclusive, respectful partnerships between families and educators that support positive developmental outcomes. The course equips students with practical strategies for engaging families, promoting cultural competence, and implementing family-centered practices in accordance with ethical and professional standards in early care and education.

Student Learning Outcomes

1. Analyze the role of families, communities, and cultural contexts in supporting children's development and learning. (Maps to: PLO 2, PLO 3 · ILO 4, ILO 5)
2. Explain how family structures, parenting practices, and social environments influence child well-being and educational outcomes. (Maps to: PLO 2, PLO 3 · ILO 4)
3. Apply culturally responsive and family-centered strategies to engage families as partners in early childhood education. (Maps to: PLO 2, PLO 3 · ILO 5)
4. Identify community resources that support children and families and integrate them into early childhood practice. (Maps to: PLO 3 · ILO 5)
5. Demonstrate ethical and professional practices when collaborating with families and communities in early care and education settings. (Maps to: PLO 3, PLO 5 · ILO 3)

Prerequisites: None. Open to all students enrolled in the certificate program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Gonzalez-Mena, J. (2017). Child, family, and the community: Family-centered early care and education (7th ed.). Pearson Education, Inc. ISBN: 978-0-13-454792-2.

This course operates under the Credit-Hour model in accordance with IPM 4.3.

ECE/CDA-300 — Curriculum: Theories, Methods & Materials

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 13-week hybrid

Modality: Hybrid: live synchronous lecture (Adobe Connect) + asynchronous coursework (Orbund LMS) + Supervised Field Experience (SFE) · **Max ratio:** 1:20 on-campus · 1:40 distance education

In this course, students explore developing an integrated approach to curriculum and instruction in the early years. Students will address all aspects of classroom life, including the roles of children and adults; the physical and social environments; and learning and assessing within multiple domains for children. Students will learn about practical, research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Students learn how to conceptualize, plan, implement, and evaluate curriculum through detailed application opportunities. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills the single-course requirement of the ECE/CDA certificate program at Theoria Technical College.

Student Learning Outcomes

1. Explain the principles of developmentally appropriate practices and how they apply to the early childhood curriculum. (Maps to: PLO 2 · ILO 4)
2. Design and implement curriculum plans that are responsive to the developmental stages and interests of young children. (Maps to: PLO 2 · ILO 5)
3. Evaluate curriculum activities to ensure they support physical, cognitive, social, and emotional growth. (Maps to: PLO 2, PLO 5 · ILO 4, ILO 6)
4. Incorporate strategies that embrace cultural diversity and individual differences within the early childhood curriculum. (Maps to: PLO 2 · ILO 5)
5. Develop skills to assess and adapt curriculum content to support an inclusive and engaging learning environment. (Maps to: PLO 2 · ILO 4, ILO 5, ILO 6)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the ECE/CDA certificate program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Kostelnik, M. J., Soderman, A. K., Whiren, A. P., & Rupiper, M. L. (2025). Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education (8th ed.). Pearson Education, Inc. Available through VitalSource Bookshelf, Pearson, or major retailers. This course operates under the Credit-Hour model in accordance with IPM 4.3.

ECE/CDA-400 — Infant & Toddler Development and Care

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 13-week hybrid

Modality: Hybrid: live synchronous lecture (Adobe Connect) + asynchronous coursework (Orbund LMS) + Supervised Field Experience (SFE) · **Max ratio:** 1:20 on-campus · 1:40 distance education

This course provides an in-depth exploration of early development from birth through age three, emphasizing the importance of responsive caregiving and relationship-based practices. Students examine the physical, cognitive, social-emotional, and language milestones that occur during infancy and toddlerhood, with attention to the influences of family, culture, and environment. Topics include creating safe and nurturing learning spaces, understanding attachment and temperament, supporting emerging communication and self-help skills, and implementing caregiving routines that promote trust, autonomy, and exploration. Through observation, reflection, and applied assignments, students learn to design developmentally appropriate, inclusive, and culturally responsive care plans that meet the diverse needs of infants and toddlers in group and home-based settings. This course operates under the Credit-Hour model in accordance with IPM 4.3 and SOP-AAD-003 and fulfills the single-course requirement of the ECE/CDA certificate program at Theoria Technical College.

Student Learning Outcomes

1. Describe the stages of infant and toddler development across physical, cognitive, social and emotional domains. (Maps to: PLO 1 · ILO 4)
2. Understand the importance of responsive caregiving and its impact on attachment, trust, and overall development. (Maps to: PLO 1, PLO 2 · ILO 5)
3. Develop and implement developmentally appropriate practices that provide a safe, supportive, and stimulating environment for infants and toddlers. (Maps to: PLO 1, PLO 2 · ILO 4)
4. Utilize observation and assessment tools to understand individual needs and plan responsive, personalized care and learning experiences. (Maps to: PLO 2 · ILO 4, ILO 5)
5. Communicate effectively with families to build partnerships that support and extend developmental gains made in caregiving settings. (Maps to: PLO 3 · ILO 2)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the ECE/CDA certificate program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Wittmer, D. S., & Petersen, S. (2017). Infant and Toddler Development and Responsive Program Planning (4th ed.). Pearson Education (US). Available through VitalSource Bookshelf, Pearson, or major retailers. This course operates under the Credit-Hour model in accordance with IPM 4.3.

EEAS Core Courses (Asynchronous DE with SFE · 5-week Accelerated)

Each EEAS Core course is 3 semester units, 135 total learning hours (45 direct + 90 independent, with 45 SFE hours counted within the 90 independent hours), delivered in a 5-week accelerated term. Maximum faculty-to-student ratio is 1:40 (distance education).

EEAS-101 — Child Growth and Development: Childhood and Adolescence

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education with a Supervised Field Experience (SFE) component; delivered via Orbund LMS · **Max ratio:** 1:40 distance education

This course provides a comprehensive overview of human development from infancy through adolescence, with an emphasis on the physical, cognitive, social, and emotional domains. Students examine major developmental theories and current research while exploring the complex interaction between biological and environmental factors that influence growth. The course emphasizes practical strategies for identifying and supporting developmental milestones in diverse educational and caregiving environments. Designed for individuals pursuing careers in early childhood education, child care, or related fields, this course equips students with the foundational knowledge and applied skills necessary to foster healthy development across all stages of childhood. This course operates under the credit-hour model in accordance with IPM 4.3 and fulfills a core requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Identify and explain major developmental theories describing physical, cognitive, emotional, and social development from infancy through adolescence, including the contributions of Piaget, Erikson, and Vygotsky. (Maps to: PLO 1 · ILO 4)
2. Analyze developmental milestones in motor skills, language acquisition, and brain development across early and middle childhood using age-specific benchmarks. (Maps to: PLO 1 · ILO 2, ILO 4)
3. Evaluate the impact of family, culture, and environment on developmental outcomes, including parenting styles, socioeconomic factors, and cultural practices. (Maps to: PLO 2, PLO 3 · ILO 4, ILO 5)
4. Describe and assess adolescence as a unique developmental stage, focusing on identity formation, peer relationships, and risk behaviors based on current psychological research. (Maps to: PLO 1, PLO 5 · ILO 4)
5. Apply course concepts to real-life situations by identifying potential developmental challenges (e.g., learning disabilities, trauma, puberty) and proposing evidence-based strategies to support healthy development. (Maps to: PLO 4 · ILO 4)

Prerequisites: None. The course is open to all students admitted to the AS in ECE. *Corequisites / Advisories:* None required. Students are advised to have college-level reading and writing ability and basic computer and learning-management-system literacy sufficient for fully asynchronous distance

education. Entry-skill expectations are advisory only and are not enforced as a barrier to enrollment. Students who anticipate difficulty meeting the technology requirements should contact Academic Affairs before the term begins.

Required Materials: Required textbook: Berger, Kathleen Stassen. (2024). The Developing Person, Childhood & Adolescence (13th ed.). Macmillan Higher Education. ISBN 978-1-319-33179-5. Approximate cost: \$80–\$160 new; \$40–\$80 rental; e-text available. This course operates under the Credit-Hour model in accordance with IPM 4.3.

EEAS-102 — Child, Family, Community, and School Socialization

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course explores the complexities of human development through the lens of bioecological theory, the dynamics of family structures, and the impact of self-esteem and academic engagement on performance. It delves into how various environmental systems from immediate family to broader societal contexts shape an individual's development and examines the effects of family transitions such as divorce on child development. Additionally, the course addresses the influence of self-esteem on university students' academic engagement, offering a holistic view of how personal and environmental factors interplay to impact educational outcomes. Through lectures, discussions, and assignments, students will engage with these concepts deeply, applying them to real-world scenarios and their personal experiences to enhance their understanding and professional skills in managing child development and educational settings. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills a core requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Analyze the bioecological model of human development by evaluating how family, school, community, and societal influences shape a child's socialization and development. (Maps to: PLO 3 · ILO 4, ILO 5)
2. Compare and contrast diverse family structures and transitions such as divorce, remarriage, and single-parent households and assess their impact on children's emotional, social, and cognitive development. (Maps to: PLO 3 · ILO 4, ILO 5)
3. Evaluate the influence of self-esteem and academic engagement on educational outcomes in adolescent and university populations by integrating contemporary research and case study analysis. (Maps to: PLO 1 · ILO 4)
4. Apply developmental and sociological theories to real-world scenarios by designing responsive strategies that support positive child outcomes in educational and community-based settings. (Maps to: PLO 2, PLO 3 · ILO 5)

5. Demonstrate critical thinking and reflective practice through written assignments and class discussions that integrate theoretical concepts with personal and professional experiences in child and family development. (Maps to: PLO 3, PLO 5 · ILO 6)

Prerequisites: None. This course is open to all students enrolled in the AS in ECE program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Berns, R. M. (2015). Child, Family, School, Community: Socialization and Support (10th ed.). Cengage Learning. Available through VitalSource Bookshelf or major retailers.

EEAS-103 — Early Childhood Curriculum: Theories, Methods, and Practices

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course provides a comprehensive examination of developmentally appropriate practices in early childhood education, with an emphasis on research-based strategies that promote positive outcomes for young children. Students will explore core concepts related to child development, intentional teaching, inclusive learning environments, and family partnerships. Emphasis is placed on ethical practice, cultural responsiveness, and continuous reflection to support diverse learners from birth through age eight. Through real-world applications and case studies, students will critically analyze effective practices and gain the skills necessary to provide optimal learning experiences in early learning settings. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills a core requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Identify and explain the core principles of developmentally appropriate practice and how they support child development across physical, cognitive, social, and emotional domains. (Maps to: PLO 1, PLO 2 · ILO 4)
2. Analyze the role of intentional teaching strategies in fostering active engagement, problem-solving, and inquiry among young children. (Maps to: PLO 1 · ILO 4)
3. Evaluate diverse early childhood learning environments and determine how they support inclusive and equitable educational experiences. (Maps to: PLO 2 · ILO 4, ILO 5)
4. Design responsive curriculum activities that integrate developmentally appropriate practices, support diverse learners, and align with ethical and professional standards in early childhood education. (Maps to: PLO 2, PLO 5 · ILO 3, ILO 5)
5. Demonstrate reflective practice by assessing personal biases, instructional effectiveness, and strategies for continuous improvement in early learning environments. (Maps to: PLO 2, PLO 5 · ILO 4, ILO 6)

Prerequisites: None. This course is open to all students enrolled in the AS in ECE program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Bredekamp, S., & Joseph, G. E. (2023). Effective Practices in Early Childhood Education (5th ed.). Pearson Education (US). ISBN: 978-0-13-787142-1. Available via VitalSource Bookshelf (<https://bookshelf.vitalsource.com/books/9780138049669>) and major retailers.

EEAS-104 — Infant & Toddler Development: Conception to Age Three

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course provides an in-depth exploration of infant and toddler development from conception through age three, with a focus on understanding the unique needs, abilities, and experiences of young children. Students will examine the interplay between physical, cognitive, social, and emotional growth, and the role of caregivers in supporting secure relationships, healthy development, and responsive learning environments. Emphasis is placed on evidence-based practices that promote optimal development and the ability to interpret developmental cues, support emerging competencies, and respond to the diverse needs of young children and their families. Through reflection, observation, and application, students will build the knowledge and skills necessary to create nurturing, inclusive, and developmentally appropriate care and learning environments. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills a core requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Analyze the major milestones of prenatal, infant, and toddler development and explain how biological, environmental, and cultural factors influence growth. (Maps to: PLO 1, PLO 2, PLO 5 · ILO 4, ILO 5, ILO 6)
2. Evaluate caregiver responses and interactions in supporting the physical, cognitive, social, and emotional needs of infants and toddlers. (Maps to: PLO 1 · ILO 4)
3. Apply evidence-based strategies to design developmentally appropriate environments that promote secure attachments and early learning. (Maps to: PLO 1, PLO 2 · ILO 4)
4. Interpret infant and toddler cues to identify developmental needs and guide responsive caregiving practices. (Maps to: PLO 1, PLO 2 · ILO 4, ILO 5)
5. Create a comprehensive care plan that integrates observation data, family input, and developmental theory to support an infant or toddler's growth and well-being. (Maps to: PLO 1, PLO 3, PLO 5 · ILO 4, ILO 6)

Prerequisites: None. This course is open to all students enrolled in the AS in ECE program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Maguire-Fong, M. J. (2018). Infant and Toddler Development from Conception to Age 3: What Babies Ask of Us. Teachers College Press. ISBN: 978-0-8077-6108-3. Available via VitalSource Bookshelf and major retailers.

EEAS-105 — Early Childhood Program Administration

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course provides an in-depth exploration of the principles and practices involved in managing child development centers. Students will examine leadership strategies, organizational structures, program planning, fiscal management, legal and ethical responsibilities, staffing, and family engagement. Emphasis is placed on developing the knowledge and skills needed to create high-quality, developmentally appropriate environments that foster the growth and learning of young children. Through case studies, real-world applications, and reflective practice, students will build competencies in leading early childhood programs that support both staff and families while aligning with state and national standards. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills a core requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Identify key components of effective child development center management, including staffing, budgeting, and program design. (Maps to: PLO 1, PLO 2, PLO 6 · ILO 4)
2. Analyze legal, ethical, and regulatory issues that impact the operation of child development centers. (Maps to: PLO 1, PLO 5, PLO 6 · ILO 3, ILO 4)
3. Develop a staffing and professional development plan that supports educators and promotes high-quality teaching practices. (Maps to: PLO 5 · ILO 6)
4. Evaluate program policies and procedures for alignment with best practices in early childhood education and family engagement. (Maps to: PLO 3 · ILO 4)
5. Design a comprehensive management plan for a child development center that integrates fiscal responsibility, regulatory compliance, and a vision for quality improvement. (Maps to: PLO 1, PLO 2, PLO 5, PLO 6 · ILO 3)

Prerequisites: None. This course is open to all students enrolled in the AS in ECE program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Hearnon, P. F., & Hildebrand, V. P. (2014). Management of Child Development Centers (8th ed.). Pearson Education (US). ISBN: 978-0-13-357118-9. Available via VitalSource Bookshelf and major retailers.

EEAS-106 — Health, Safety & Nutrition for the Young Child

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Hybrid: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting, plus a Title 22-mandated Pediatric CPR/First Aid/AED certification delivered hybrid (an online portion with an in-person hands-on test). · **Max ratio:** 1:40 distance education

This course provides a comprehensive overview of the key elements in promoting health, safety, and nutritional well-being in early childhood education settings. It emphasizes the integration of children with long-term health conditions into mainstream classrooms, the importance of high-quality early childhood education, and the critical aspects of infant nutrition. Through assignments and discussions, students will learn to develop and implement health promotion plans, manage chronic health conditions, create safe and conducive learning environments, and plan nutritionally balanced meal programs. The course aims to equip future educators and childcare providers with the knowledge and skills necessary to support optimal child development and health within diverse educational settings. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills a core requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Explain how health, safety, and nutrition work together to support young children's growth and learning. (Maps to: PLO 4, PLO 5 · ILO 6)
2. Demonstrate how to keep children safe and healthy in early childhood programs, including identifying illness and preventing accidents. (Maps to: PLO 4 · ILO 4)
3. Plan healthy meals and snacks for young children based on their age and nutritional needs, using current national guidelines. (Maps to: PLO 4 · ILO 4)
4. Understand and apply rules, laws, and licensing standards that keep children safe and healthy in childcare settings. (Maps to: PLO 4 · ILO 4)
5. Create age-appropriate, engaging strategies for teaching children and families about healthy habits. (Maps to: PLO 3, PLO 4 · ILO 4)

Prerequisites: None. This course is open to all students enrolled in the AS in ECE program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Marotz, L. R. (2023). Health, Safety, and Nutrition for the Young Child (11th ed.). Cengage Learning US. ISBN: 978-0-357-62526-1. Available via VitalSource Bookshelf (<https://bookshelf.vitalsource.com/books/9798214345147>) and major retailers.

EEAS-107 — Adult Supervision and Leadership: A Developmental Approach**Units:** 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course**Modality:** Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course prepares early childhood educators to supervise adults, lead instructional teams, and support high-quality program operations through a developmental and relationship-based leadership approach. Students examine leadership theories, ethical decision-making, professional communication, staff development, reflective supervision, and collaborative practices within early childhood settings. Emphasis is placed on building positive organizational culture, supporting teacher growth, addressing real-world workplace challenges, and aligning supervision practices with child-centered, family-responsive, and culturally inclusive program goals. Through problem-based learning, field-based reflection, and applied leadership assignments, students develop practical strategies for mentoring staff, improving classroom practice, strengthening team accountability, and promoting continuous quality improvement in early care and education environments. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills a core requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

EEAS-108 — S.T.E.A.M. for Preschool: Materials and Curriculum**Units:** 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course**Modality:** Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course provides early childhood educators with a developmentally appropriate, hands-on approach to integrating science, technology, engineering, arts, and mathematics into preschool learning environments. Students explore how young children investigate, create, problem-solve, and make meaning through inquiry-based experiences, open-ended materials, guided exploration, and intentional curriculum design. The course emphasizes play-based STEAM instruction that supports curiosity, creativity, collaboration, language development, critical thinking, and inclusive participation for diverse learners. Students examine how to select and adapt materials, design meaningful learning provocations, connect STEAM concepts to everyday experiences, and document children's learning through observation and reflection. Through applied assignments and supervised field experience, students learn to plan and implement preschool STEAM activities that are safe, culturally responsive, accessible, and aligned with early childhood development principles. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills a core requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes (SLOs)

Upon successful completion of this course, students will be able to:

1. SLO 1. Apply theories of creativity and the creative process to design developmentally appropriate STEAM learning experiences for preschool-aged children, integrating divergent and convergent thinking. (Maps to: PLO 1 · ILO 4)
2. SLO 2. Design preschool environments and select materials that promote creative exploration, inquiry, and STEAM integration including accessibility, cultural responsiveness, and safety considerations. (Maps to: PLO 2 · ILO 4)
3. SLO 3. Develop and facilitate learning experiences across the visual arts, drama, music, movement, and dance domains that align with preschoolers' developmental capacities. (Maps to: PLO 1 · ILO 1)
4. SLO 4. Integrate the creative arts with language and literacy, mathematics, science, and social studies to deliver authentic, content-rich STEAM learning experiences. (Maps to: PLO 2 · ILO 1)
5. SLO 5. Assess preschool children's creative and STEAM learning using developmentally appropriate observation, documentation, and reflective assessment practices. (Maps to: PLO 5 · ILO 6)
6. SLO 6. Plan effective arts-based lessons and integrated arts-based curriculum units that align with standards, support all learners, and reflect culturally responsive practice and family partnership. (Maps to: PLO 3 · ILO 5)

Prerequisites: None. Open to all students enrolled in the AS in ECE program or as enrichment.

Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Isenberg, J. P., & Durham, J. L. (2015). Creative Materials and Activities for the Early Childhood Curriculum (1st ed.). Pearson Education. ISBN-13: 978-0-13-246313-3 (paperback). Loose-leaf and eText versions available; ask the publisher about the bundled Pearson eText access code if you would like access to the embedded chapter videos and Check and Apply Your Understanding self-assessments.

EEAS Electives (Asynchronous DE with SFE)

Each EEAS Elective is 3 semester units, 135 total learning hours (45 direct + 90 independent, with 45 SFE hours within the 90 independent hours).

EEAS-110 — Cognitive Development

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course explores how children think, reason, and learn from infancy through adolescence. Students will examine the processes by which children acquire knowledge, develop problem-solving skills, and adapt to their environments. Major theories of cognitive development, including constructivist, sociocultural, and information-processing perspectives, are analyzed to understand how children's thinking evolves across developmental stages. Emphasis is placed on the interaction between biological

maturation, social context, and learning experiences. Through analysis of research, observation, and practical application, students will learn to connect developmental theory to real-world educational and caregiving practices that support children's intellectual growth and curiosity. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills an elective requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Describe the major theories of cognitive development: constructivist, sociocultural, and information-processing and explain their key principles and differences. (Maps to: PLO 2 · ILO 5)
2. Analyze how biological maturation, social interaction, and environmental context influence the ways children think, reason, and learn across developmental stages. (Maps to: PLO 2 · ILO 4)
3. Evaluate research findings and case studies that illustrate cognitive development processes such as memory, language, and problem-solving. (Maps to: PLO 1 · ILO 2, ILO 4)
4. Apply cognitive development theories to interpret real-world examples of children's learning behaviors and classroom practices. (Maps to: PLO 1 · ILO 4)
5. Design observation-based or instructional strategies that promote curiosity, reasoning, and problem-solving in diverse educational and caregiving environments. (Maps to: PLO 2 · ILO 4, ILO 5)

Prerequisites: None. Open to all students enrolled in the AS in ECE program or as enrichment.

Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Siegler, R. S. (2016). Children's Thinking (5th ed.). Pearson. ISBN: 978-0-13-470827-0.

EEAS-120 — Effective Strategies for Challenging Behaviors

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course examines the nature, causes, prevention, and intervention strategies for challenging behavior in young children across early childhood settings. Students will explore developmental, neurological, environmental, and socio-cultural factors that contribute to behavior difficulties. Emphasis is placed on prevention through supportive teacher-child relationships, positive classroom environments, and curriculum adaptations that foster social and emotional growth. Learners will develop skills in conducting functional behavior assessments, designing positive behavior support plans, and collaborating with families and professionals to implement evidence-based, ethical, and culturally responsive practices. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills an elective requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Identify and classify types of challenging behavior and associated risk factors. (Maps to: PLO 1 · ILO 4)
2. Analyze challenging behavior using a functional behavior framework (antecedent–behavior–consequence). (Maps to: PLO 1 · ILO 4)
3. Design prevention strategies that promote positive classroom environments and social-emotional growth. (Maps to: PLO 2, PLO 5 · ILO 6)
4. Develop a positive behavior support (PBS) plan with measurable goals and intervention strategies. (Maps to: PLO 1 · ILO 4)
5. Evaluate ethical, cultural, and family-collaborative considerations in behavior intervention and propose responsive strategies. (Maps to: PLO 2, PLO 3, PLO 5 · ILO 3, ILO 4, ILO 5)

Prerequisites: None. Open to all students enrolled in the AS in ECE program or as enrichment.

Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Kaiser, B., & Rasminsky, J. S. (2016). *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively (4th ed.)*. Pearson Education. ISBN: 978-0-13-428997-7. Available through VitalSource Bookshelf.

EEAS-210 — Early Childhood Special Education

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course introduces students to the foundations and practices of inclusive education for children with exceptional needs from birth through age 8. Students will explore developmental and learning differences, disability categories under the Individuals with Disabilities Education Act (IDEA), culturally responsive teaching, and strategies for supporting diverse learners in inclusive settings. Emphasis is placed on early identification, collaboration with families and professionals, and implementing individualized supports to promote access, equity, and engagement. Through real-world applications, students will develop a framework for creating nurturing, inclusive environments that support the success of all children. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills an elective requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Identify and describe key characteristics of major developmental disabilities and exceptionalities in early childhood, including cognitive, physical, and socio-emotional domains. (Maps to: PLO 1 · ILO 4)

2. Demonstrate understanding of federal and state legislation (e.g., IDEA, ADA, Section 504) related to the rights of children with disabilities and the responsibilities of educators in inclusive settings. (Maps to: PLO 2 · ILO 5)
3. Apply inclusive teaching strategies and differentiated instruction methods to meet the individual needs of children with exceptionalities in diverse classroom environments. (Maps to: PLO 2 · ILO 5)
4. Collaborate effectively with families, paraprofessionals, and specialists to support Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs). (Maps to: PLO 3, PLO 5 · ILO 4)
5. Reflect on cultural, linguistic, and socioeconomic factors that influence perceptions of disability and advocate for equitable, strengths-based approaches to early childhood inclusion. (Maps to: PLO 2, PLO 5 · ILO 5, ILO 6)

Prerequisites: None. This course is open to all students enrolled in the AS in ECE program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Bayat, M. (2023). Teaching Exceptional Children (3rd ed.). Taylor & Francis. ISBN: 978-1-000-89086-0. Available via VitalSource Bookshelf (<https://bookshelf.vitalsource.com/books/9781000890860>) and major retailers.

EEAS-320 — Creating Environments for Learning

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course provides practical guidance for designing play-based learning environments that align with national and state standards while supporting effective teaching and child development. Through real-world examples, videos, and current research, students explore early childhood theories, curriculum standards, and culturally responsive practices. Emphasis is placed on integrating children's developmental needs, interests, and diverse backgrounds into curriculum planning. The course also addresses working in K–3 settings, diversity, and 21st-century learning strategies, equipping future and current educators to create meaningful learning experiences in family childcare, centers, preschools, and elementary classrooms. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills an elective requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Use ethical considerations in conducting formal and informal child and environmental assessments to design an effective learning center, guide teacher facilitation of learning, document learning outcomes, and evaluate the effectiveness of the center. (Maps to: PLO 2, PLO 5 · ILO 3, ILO 4)

2. Design and implement an effective early childhood learning center using knowledge of development, early learning outcomes, and child and environmental assessments. (Maps to: PLO 2 · ILO 4)
3. Use a broad range of developmentally appropriate strategies to facilitate learning as children are engaged in learning centers. (Maps to: PLO 2 · ILO 4)
4. Plan and implement effective transitions and routines. (Maps to: PLO 2 · ILO 4)
5. Design an effective schedule and an effective indoor and outdoor environment. (Maps to: PLO 2 · ILO 4)

Prerequisites: None. This course is open to all students enrolled in the AS in ECE program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Bullard, J. (2017). Creating Environments for Learning: Birth to Age Eight (3rd ed.). Pearson. ISBN: 978-0-13-452863-4. Available via VitalSource Bookshelf and major retailers.

EEAS-330 — Music and Movement

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course explores the developmental importance of movement and music in early childhood education, emphasizing the integration of physical activity, rhythm, and creative expression to support children's cognitive, physical, and socio-emotional growth. Students will examine theories of motor and music development, design movement and music experiences aligned with developmental stages, and learn strategies for fostering creativity, inclusion, and cultural responsiveness through movement and sound. Practical applications and reflective exercises will help future educators plan developmentally appropriate, inclusive, and engaging movement and music experiences for young children. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills an elective requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Define and explain key concepts of movement and music development in early childhood, including physical, social, and cognitive benefits. (Maps to: PLO 2 · ILO 4)
2. Analyze the relationship between movement, music, and developmental milestones, identifying how each supports holistic child growth. (Maps to: PLO 1, PLO 2, PLO 5 · ILO 4, ILO 6)
3. Design and implement developmentally appropriate movement and music activities that promote creativity, inclusion, and engagement for diverse learners. (Maps to: PLO 2 · ILO 5)
4. Evaluate the effectiveness of movement and music activities in meeting learning objectives and supporting physical and emotional well-being. (Maps to: PLO 2 · ILO 4)

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5. Reflect on professional practices and ethical considerations in creating inclusive, culturally responsive movement and music environments in early childhood settings. (Maps to: PLO 2, PLO 5 · ILO 3, ILO 5, ILO 6)

Prerequisites: None. Open to all students enrolled in the AS in ECE program or as enrichment.

Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

*Required Materials: Required textbook: Gallagher, J., & Sayre, N. E. (2014). *Movement and Music: Developmentally Appropriate Practices for Elementary Classrooms*. Pearson Education. ISBN: 978-0-13-306568-8. Available through VitalSource Bookshelf.*

EEAS-410 — STEAM for Infants & Toddlers

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course introduces developmentally appropriate approaches to Science, Technology, Engineering, Arts, and Mathematics (STEAM) for children from birth to 36 months. Grounded in play-based learning and responsive caregiving, the course emphasizes how everyday routines, materials, and environments can nurture early curiosity, problem-solving, sensory exploration, and emerging language. Students learn to design safe, culturally and linguistically responsive experiences; observe and document children's learning; and partner with families to extend STEAM thinking at home. Topics include setting up STEAM-rich environments, scaffolding exploration through attuned interactions, integrating the arts to further understanding, and assessing learning through authentic documentation. By the end of the course, students will be able to plan, implement, and evaluate infant–toddler STEAM experiences that align with developmentally appropriate practice and support the whole child. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills an elective requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Analyze how infants and toddlers explore STEAM concepts through play and daily routines, explaining links to cognitive, language, motor, and social-emotional development using current early childhood theory and research. (Maps to: PLO 1, PLO 2 · ILO 2, ILO 4)
2. Design a STEAM-rich environment for infants and toddlers that is safe, accessible, and culturally responsive, including a materials plan (open-ended objects, loose parts, and sensory items) with rationales for each choice. (Maps to: PLO 1, PLO 2 · ILO 5)
3. Implement at least three developmentally appropriate STEAM experiences (e.g., cause-and-effect water play, sound exploration, simple ramps and pathways) and document children's learning with photos, notes, and learning stories. (Maps to: PLO 2 · ILO 4)

4. Assess and interpret observational documentation to identify individual strengths, interests, and next steps, then revise plans to scaffold children's inquiry and problem-solving. (Maps to: PLO 6 · ILO 4)
5. Communicate practical strategies for families to extend STEAM learning at home (in infants' and toddlers' everyday routines), producing a family resource that is clear, culturally sensitive, and evidence informed. (Maps to: PLO 1, PLO 2, PLO 3 · ILO 2, ILO 4, ILO 5)

Prerequisites: None. Open to all students enrolled in the AS in ECE program or as enrichment.

Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Baumgart, N. A., & Kroll, L. R. (2018). STEAM concepts for infants and toddlers. Redleaf Press. ISBN: 978-1-60554-554-7. Available through VitalSource Bookshelf, Redleaf Press, or major retailers.

EEAS-610 — Promoting Wellness: Emotional Wellness & Trauma in Early Childhood Education

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5-week accelerated course

Modality: Asynchronous Distance Education via Orbund LMS, with a Supervised Field Experience (SFE) component at an approved early childhood setting. · **Max ratio:** 1:40 distance education

This course introduces students to trauma-informed practices within early childhood education, with a focus on providing safe, supportive, and equitable learning environments for young children and their families. Students will examine the impact of trauma on child development, explore evidence-based strategies for building resilience, and develop professional practices that promote healing-centered engagement. Emphasis is placed on culturally responsive approaches, collaboration with families and community partners, and reflective practice to strengthen educators' capacity to support all learners. This course operates under the Credit-Hour model in accordance with IPM 4.3 and fulfills an elective requirement in the Associate of Science in Early Childhood Education at Theoria Technical College.

Student Learning Outcomes

1. Define the core principles of trauma-informed care and identify their application in early childhood education settings. (Maps to: PLO 1 · ILO 4)
2. Analyze the ways in which trauma affects children's cognitive, social-emotional, and behavioral development. (Maps to: PLO 1 · ILO 4)
3. Apply trauma-informed strategies to classroom practices that foster safety, trust, and resilience in young children. (Maps to: PLO 4 · ILO 4)
4. Evaluate culturally responsive and family-centered approaches for addressing trauma within early childhood communities. (Maps to: PLO 2, PLO 3 · ILO 4, ILO 5)
5. Design a comprehensive trauma-informed action plan that incorporates evidence-based practices to support children, families, and educators. (Maps to: PLO 2, PLO 3 · ILO 4)

Prerequisites: None. This course is open to all students enrolled in the AS in ECE program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Nicholson, J., Perez, L., & Kurtz, J. (2023). Trauma-Informed Practices for Early Childhood Educators: Relationship-Based Approaches that Reduce Stress, Build Resilience, and Support Healing (2nd ed.). Taylor & Francis (Routledge). ISBN: 978-1-032-29828-3. Available via VitalSource Bookshelf and major retailers.

General Education Courses (Pure Asynchronous DE · 5-week Accelerated)

Each GE course is 3 semester units, 135 total learning hours (45 direct + 90 independent), delivered in a 5-week accelerated term. GE courses are pure asynchronous distance education with documented Regular and Substantive Interaction (RSI) per 34 CFR §600.2; no live lecture and no SFE component.

BIO-101 — Human Biology

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

BIO-101 Human Biology is a one-semester survey of the structure, function, and integrated systems of the human body, with emphasis on cellular biology, body systems essential to human health, genetics and inheritance, human development across the lifespan, and the relationship between human biology and the environment. Students develop scientific literacy through application of the scientific method to contemporary issues such as immunization, nutrition, brain development, infectious disease, and environmental sustainability. This course fulfills General Education Area A — Natural Science. 3 units. No prerequisites. Extended Description Through study of Human Biology: Concepts and Current Issues (Johnson, 9th ed., Pearson), students explore: (1) the scientific method and the hierarchical organization of life; (2) the chemistry of life, cellular structure and function, and tissue organization; (3) selected human body systems with particular emphasis on those most relevant to early childhood health and care, including the immune, respiratory, nervous, sensory, digestive, and reproductive systems; (4) human reproduction, prenatal development, infancy, childhood, and aging; (5) Mendelian and chromosomal genetics; and (6) the interaction between human activity, biodiversity, and the environment. Designed for students preparing to work with young children, the course emphasizes evidence-based reasoning about health, development, and disease prevention applicable to early childhood education settings, while satisfying the broader natural science literacy expected of all general education students.

Student Learning Outcomes

1. Apply the steps of the scientific method to evaluate claims about human biology and distinguish scientific evidence from anecdotal, pseudoscientific, or misinformation-based claims. (Maps to: PLO 5 · ILO 4)
2. Describe the chemical, cellular, and tissue-level organization of the human body and explain how these levels support homeostasis. (Maps to: PLO 5 · ILO 4)
3. Explain the structure and integrated function of the immune, respiratory, nervous, sensory, digestive, and reproductive systems, and the mechanisms by which disruptions produce disease. (Maps to: PLO 5 · ILO 4)
4. Analyze patterns of human inheritance and the stages of prenatal, infant, and child development, including the biological basis of typical and atypical developmental outcomes. (Maps to: PLO 1 · ILO 4)
5. Evaluate evidence-based health practices including nutrition, immunization, sleep, and infectious disease prevention relevant to personal and early childhood care settings. (Maps to: PLO 4 · ILO 4)
6. Discuss how human activity influences ecosystems and public health, and propose evidence-based actions that support sustainability across the human lifespan. (Maps to: PLO 1, PLO 4 · ILO 4)

Prerequisites: None Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Johnson, M. D. (2017). Human Biology: Concepts and Current Issues (9th ed.). Pearson Education. ISBN-13: 978-0134042435 (print) — students may use the print or eText edition.

HIS-101 — U.S. History, 1600–1877

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

The fabric of American history is distinguished by many major threads territorial growth and expansion, the rise of the middle class, generations of technological innovation and economic development, and ongoing U.S. engagement with the wider world. This course incorporates these traditional narratives into a fresh interpretation of American history, one that includes the stories of diverse groups of people, explores expanding notions of American identity, and employs a rich mix of history and analysis. The course covers the period from the First Founders through 1877, including the colonial era, the American Revolution, the early republic, westward expansion, the Civil War, and Reconstruction. This course fulfills the General Education Area B1 (Social & Behavioral Sciences) requirement within the Associate of Science Degree Program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and ACCJC standards.

Student Learning Outcomes

1. Identify and describe key events, people, institutions, and developments in American history from the early 1600s through 1877. (Maps to: PLO 5 · ILO 4)
2. Analyze the cultural, economic, diplomatic, and military interactions among Native Americans, European settlers, and the African diaspora in shaping early America. (Maps to: PLO 2 · ILO 4, ILO 5)
3. Evaluate the role of individuals and groups, both prominent and marginalized, in influencing the course of American history. (Maps to: PLO 5 · ILO 4)
4. Interpret how the contested meanings of freedom and equality evolved throughout early American history. (Maps to: PLO 5 · ILO 4)
5. Explain the establishment of the North American colonies and their economic and political relationships with European powers. (Maps to: PLO 5 · ILO 4)
6. Examine the causes, key events, and outcomes of major conflicts such as the American Revolution and the Civil War, and assess their long-term impact on the United States. (Maps to: PLO 5 · ILO 4)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the Associate of Science Degree Program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

*Required Materials: Required textbook: Jones, J., Wood, P. H., Borstelmann, T., May, E. T., & Ruiz, V. L. (2017). *Created Equal: A History of the United States*. Pearson, Inc. Available through VitalSource Bookshelf, Pearson, or major retailers.*

SOC-101 — Introduction to Sociology

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

This course introduces students to the discipline of sociology the systematic study of social behavior, social institutions, and the patterns of inequality and change that shape contemporary societies. Students explore key sociological concepts, theories (functionalism, conflict theory, symbolic interactionism), and research methods. Topics include culture, socialization, deviance, stratification by class, race, ethnicity, and gender, social institutions (family, education, religion, economy), globalization, and social change. Through case studies, applied analysis, and a culminating research project, students develop the "sociological imagination" the ability to connect personal experiences to broader social forces. This course fulfills the General Education Area B2 (Social & Behavioral Sciences) requirement within the Associate of Science Degree Program at Theoria Technical College and supports the development of critical thinking, cultural awareness, and applied academic skills consistent with institutional and accreditor standards.

Student Learning Outcomes

1. Define and explain key sociological concepts, theories, and methods used to study social behavior and social institutions. (Maps to: PLO 5 · ILO 4)
2. Apply the sociological imagination to examine the relationship between individual experiences and broader social forces. (Maps to: PLO 5 · ILO 4)
3. Analyze patterns of social inequality and stratification, including those based on class, race, gender, and global position. (Maps to: PLO 5 · ILO 4)
4. Evaluate the role of social institutions such as family, education, religion, and the economy in shaping societal outcomes. (Maps to: PLO 3 · ILO 4)
5. Discuss the impact of globalization, social change, and technology on contemporary societies using sociological frameworks. (Maps to: PLO 5 · ILO 4)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the Associate of Science Degree Program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Ritzer, G. (2024). Introduction to Sociology (6th ed.). SAGE Publications, Inc. ISBN: 978-1-0718-7517-9. Available through VitalSource Bookshelf, SAGE, or major retailers.

ENG-201 — Children's Literature

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

ENG-201 Children's Literature is a survey of literature written for children from infancy through early adolescence, with emphasis on literary and visual analysis, evaluation criteria, genre study, diverse and global representation, and the use of literature in early childhood and elementary educational settings. Students develop critical reading and aesthetic appreciation skills through close engagement with picturebooks, poetry, traditional literature, fantasy and science fiction, realistic fiction, and nonfiction. This course fulfills General Education Area C — Humanities. 3 units. No prerequisites. Extended Description Through study of Essentials of Children's Literature (Short & Cueto, 10th ed., Pearson, 2022), students explore: (1) the value of story and literature in children's intellectual, social, and emotional development; (2) literary elements (plot, character, setting, theme, style, point of view); (3) visual elements and design features of multimodal texts including picturebooks, graphic novels, and hybrid novels; (4) representation, cultural authenticity, and the "mirrors, windows, and sliding glass doors" framework; (5) defining characteristics and notable works of the major genres; and (6) the use of literature in classroom and family settings to support emergent literacy and lifelong reading. Designed for students preparing to work with young children, the course connects literary analysis to practical book selection, read-aloud planning, and storytelling techniques.

Student Learning Outcomes

1. Define children's literature and apply evaluation criteria to assess the literary, artistic, and developmental merit of books for children. (Maps to: PLO 5 · ILO 4)
2. Analyze the literary elements (plot, character, setting, theme, style, point of view) and visual elements (line, color, shape, composition, design) that create meaning in children's texts. (Maps to: PLO 2 · ILO 4)
3. Identify and describe the defining characteristics, historical development, and notable works of major genres of children's literature. (Maps to: PLO 5 · ILO 4)
4. Evaluate children's literature for cultural representation using the "mirrors, windows, and sliding glass doors" framework; identify culturally responsive and critical practices for selecting books for diverse readers. (Maps to: PLO 2 · ILO 2, ILO 4, ILO 5)
5. Select and recommend books appropriate to children's developmental stages, interests, and identities. (Maps to: PLO 5 · ILO 4)
6. Plan strategies for engaging children with literature in early childhood educational settings, including read-alouds, storytelling, poetry sharing, and literature-based activities. (Maps to: PLO 5 · ILO 4)

Prerequisites: None (ENG-101 English Composition recommended but not required) Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Short, K. G., & Cueto, D. W. (2022). Essentials of Children's Literature (10th ed.). Pearson Education. ISBN-13: 978-0-13-747109-6 | ISBN-10: 0-13-747109-2.

ENG-101 — English Composition and Research Writing

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

This course introduces students to college-level academic writing and research. Students develop rhetorical and analytical skills through extensive practice with the writing process prewriting, drafting, revising, and editing and through engagement with multiple rhetorical strategies including narration, description, analysis, comparison, and argumentation. Students learn to evaluate sources, integrate research effectively, and document sources using MLA style. The course culminates in a thesis-driven research paper that demonstrates mastery of academic writing conventions, critical thinking, and information literacy. This course fulfills the General Education Area D1 (Written Composition) requirement within the Associate of Science Degree Program at Theoria Technical College. Per the AS in ECE GE Area mapping, ENG-101 also satisfies the Area H (Reading Competency) requirement when passed with a grade of "C" or higher. Students who earn a grade below "C" must retake the course to fulfill the Area H requirement. The course aligns with accreditor standards for college-level written communication.

Student Learning Outcomes

1. Apply all stages of the writing process (prewriting, drafting, revising, editing) to produce clear, organized, and well-developed academic essays. (Maps to: PLO 5 · ILO 4)
2. Compose essays using multiple rhetorical strategies, including narration, description, analysis, comparison, and argumentation, to engage specific audiences and purposes. (Maps to: PLO 5 · ILO 4)
3. Conduct academic research using credible sources and integrate findings effectively through accurate MLA citation and documentation. (Maps to: PLO 6 · ILO 4)
4. Analyze and evaluate written texts for structure, argument quality, rhetorical effectiveness, and use of supporting evidence. (Maps to: PLO 5 · ILO 4)
5. Demonstrate mastery of grammar, syntax, punctuation, and mechanics appropriate to college-level written English. (Maps to: PLO 5 · ILO 4)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the Associate of Science Degree Program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

*Required Materials: Required textbook: Reinking, J. A., & von der Osten, R. (2020). *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader, and Handbook (12th ed.)*. Pearson Education, Inc. Available through VitalSource Bookshelf, Pearson, or major retailers.*

COMM-101 — Workplace Communication

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

This course develops the professional communication skills students need for successful careers in early childhood education and the broader workplace. Students practice writing clear, concise, audience-aware professional messages, emails, memos, letters, short reports, employment documents, as well as planning and delivering oral presentations. Topics include the writing process, digital etiquette, visual communication, intercultural communication, and team collaboration. Students learn to apply effective communication strategies across the diverse formats and audiences they will encounter in early childhood settings, family partnerships, and professional networks. This course fulfills the General Education Area D2 (Communication) requirement within the Associate of Science Degree Program at Theoria Technical College and supports the development of professional communication, critical thinking, and intercultural competence consistent with institutional and accreditor standards.

Student Learning Outcomes

1. Apply the writing process to plan, draft, revise, and edit clear, concise, and purposeful workplace communications across various formats. (Maps to: PLO 5 · ILO 1)

2. Demonstrate effective communication strategies by producing professional emails, memos, letters, and other workplace messages tailored to the audience and purpose. (Maps to: PLO 5 · ILO 1)
3. Exhibit proper digital etiquette by composing electronic communications that are professional, respectful, and appropriate for diverse workplace contexts. (Maps to: PLO 5 · ILO 1, ILO 5)
4. Develop structured reports and employment messages that effectively convey information and demonstrate an understanding of workplace conventions. (Maps to: PLO 5 · ILO 1)
5. Prepare and deliver organized oral presentations that apply intercultural communication principles and support effective team collaboration in a globalized workplace. (Maps to: PLO 2, PLO 3 · ILO 1, ILO 2, ILO 5)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the Associate of Science Degree Program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Searles, G. J. (2017). Workplace Communications: The Basics (8th ed.). Pearson Education, Inc. Available through VitalSource Bookshelf, Pearson, or major retailers.

HLTH-101 — Introduction to Health

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

This course introduces students to the foundations of personal and community health. Students explore physical, emotional, social, and environmental dimensions of wellness including nutrition, exercise, stress management, relationships, addiction, disease prevention, and mental health. Topics also address health behavior change, the impact of culture and socioeconomic factors on health outcomes, and the importance of health disparities and equity. Through self-assessment journals, health-application assignments, and a culminating personal wellness plan, students learn to evaluate their own lifestyle choices and design realistic plans for personal and community health improvement. This course fulfills the General Education Area E (Healthful Living and Self-Development) requirement within the Associate of Science Degree Program at Theoria Technical College and supports the development of personal wellness, critical thinking, and applied academic skills consistent with institutional and accreditor standards.

Student Learning Outcomes

1. Explain how lifestyle factors such as nutrition, exercise, stress, and relationships influence physical, mental, and social well-being. (Maps to: PLO 4 · ILO 4)
2. Discuss and apply strategies for managing life's expected and unexpected challenges to maintain overall health. (Maps to: PLO 4 · ILO 4)

3. Examine how individual habits and choices affect both personal health and the health of family and community members. (Maps to: PLO 3, PLO 4 · ILO 4, ILO 5)
4. Identify and describe common health conditions, including their causes, risk factors, symptoms, prevention methods, and treatment options. (Maps to: PLO 4 · ILO 4)
5. Analyze their own lifestyle choices and develop realistic plans for health improvement. (Maps to: PLO 4 · ILO 4)
6. Evaluate health disparities and explore the social, economic, and cultural factors that contribute to unequal health outcomes. (Maps to: PLO 2, PLO 4 · ILO 4, ILO 5)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the Associate of Science Degree Program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Donatelle, R. J. (2019). Access to Health (16th ed.). Pearson Education, Inc. Available through VitalSource Bookshelf, Pearson, or major retailers.

ETHN-101 — Introduction to Ethnic Studies

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

ETHN-101 Ethnic Studies introduces students to the comparative study of race, ethnicity, indigeneity, and intersectionality through the lenses of African American, Native American, Asian American / Pacific Islander, and Latina/o communities in the United States. Drawing on history, sociology, education, and contemporary scholarship, students examine the lived experiences of these communities, the systems of power that have shaped them, and the cultural traditions through which they have resisted, organized, and thrived. The course closes by translating these frameworks into culturally responsive practice for the early childhood education classroom, equipping future educators to serve diverse children, families, and communities with humility, ethics, and skill.

Student Learning Outcomes

1. Define and apply foundational Ethnic Studies concepts including race, racism, ethnicity, indigeneity, and intersectionality. (Maps to: PLO 2 · ILO 4, ILO 5)
2. Compare the historical experiences and contributions of African American, Native American, Asian American / Pacific Islander, and Latina/o communities in the United States. (Maps to: PLO 3 · ILO 5)
3. Analyze how systems of power, identity, and resistance shape educational, social, and economic outcomes for communities of color. (Maps to: PLO 5 · ILO 4)
4. Evaluate culturally responsive practices in early childhood education informed by Ethnic Studies frameworks. (Maps to: PLO 2, PLO 3 · ILO 5)

5. Articulate personal positionality and ethical responsibilities as an educator serving children, families, and communities of color. (Maps to: PLO 5 · ILO 3)
6. Engage in reflective practice and continued learning regarding equity, inclusion, and cultural humility in early childhood settings. (Maps to: PLO 5 · ILO 6)

Prerequisites: None. The course is open to all students enrolled in the AS in Early Childhood Education program. Recommended entry skills include college-level reading and basic written communication.

Required Materials: Open Educational Resources (OER) and peer-reviewed selections curated by the instructor, published in the Orbund module shells. Purchase may be required.

MTH-101 — College Math and Algebra

Units: 3 · **Hours:** 45 direct + 90 independent = 135 total · **Term:** 5 weeks (accelerated)

Modality: Pure Asynchronous Distance Education (Online) · **Max ratio:** 1:40 distance education

This course provides students with a foundation in college mathematics and introductory algebra through practical, real-world applications. Emphasis is placed on developing mathematical reasoning, problem-solving skills, and confidence in working with numbers. Topics include arithmetic with whole numbers, fractions, and decimals; ratios, proportions, and percentages; signed numbers and basic statistics; measurement and units; basic geometry; real numbers and algebraic expressions; linear equations and inequalities; graphing and systems of equations; exponents, polynomials, and factoring; rational expressions; radicals; and quadratic equations. Students will explore how mathematical principles connect to everyday decision-making, professional fields, and various academic disciplines. By the end of the course, students will demonstrate an ability to analyze, solve, and interpret quantitative problems using clear and logical reasoning. This course fulfills the General Education Area G (Math Competency) requirement within the Associate of Science Degree Program at Theoria Technical College and supports the development of critical thinking, quantitative reasoning, and applied academic skills consistent with institutional and accreditor standards.

Student Learning Outcomes

1. Apply arithmetic operations to whole numbers, fractions, and decimals in solving real-world and academic problems. (Maps to: PLO 6 · ILO 4)
2. Solve and graph linear and quadratic equations and inequalities, demonstrating understanding of algebraic relationships. (Maps to: PLO 5 · ILO 4)
3. Interpret and analyze basic statistical data, including mean, median, mode, and range, in practical contexts. (Maps to: PLO 5 · ILO 4)
4. Apply geometric and measurement concepts to compute area, perimeter, volume, and conversions between units. (Maps to: PLO 5 · ILO 4)
5. Factor and simplify polynomial expressions using appropriate algebraic methods. (Maps to: PLO 5 · ILO 4)

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6. Simplify and evaluate rational expressions and equations, identifying restrictions on variables and domains. (Maps to: PLO 5 · ILO 4)

Prerequisites: None. This course does not require prior coursework or experience and is open to all students enrolled in the Associate of Science Degree Program. Corequisites / Advisories: None required. College-level reading and writing and basic LMS/computer literacy are advised for distance-education coursework.

Required Materials: Required textbook: Akst, G., & Bragg, S. (2013). Developmental Mathematics through Applications: Basic College Mathematics and Algebra (1st ed.). Pearson Education, Inc. Available through VitalSource Bookshelf, Pearson, or major retailers.

Job Classifications & SOC Codes

The following list shows representative job titles aligned with Theoria Technical College's Early Childhood Education programs and their corresponding SOC codes published by the U.S. Bureau of Labor Statistics. Asterisks denote the minimum ECE-unit qualification typically associated with each role under California Title 22 Community Care Licensing requirements.

Job Title	SOC Code
Lead Teacher ***	25-2011
Private School Kindergarten Teacher ***	25-2012
Lead Preschool Teacher ***	25-2011
Early Childhood Special Education Teacher	25-2051
Lead Infant Teacher ***	25-2011
Preschool Substitute Teacher	25-3031
Teacher's Aide *	25-9042
Associate Teacher **	25-9042
Cook in a Child Development Program	35-2012
Child Care Worker	39-9011
Daycare Provider	39-9011
Family Child Care Provider	39-9011
Recreation Supervisor *	39-9032
After-school Program Aide *	39-9032
Cook in an After-school Program	35-2012
Recreation Leader	39-9032
Early Child Care Assistant *	25-9042
Preschool Assistant *	25-9042
Infant Aide *	25-9042
Playground Supervisor	39-9032
Preschool Director ****	11-9031 and/or 11-9032

Job Title	SOC Code
Child Development Program Director ****	11-9031 and/or 11-9032
Infant Director *****	11-9031 and/or 11-9032

Disclaimer: The unit indicators above are general educational references and do not, by themselves, guarantee employment eligibility, permit eligibility, or employer acceptance. Students are responsible for confirming current Title 22 and employer requirements, including experience, age, permit, background clearance, health/safety, and role-specific coursework requirements. The Standard Occupational Classification (SOC) codes and unit indicators shown in the table are provided for general reference only and reflect industry expectations for early childhood education roles. In accordance with California Assembly Bill 320 (AB 320), applicants for any early childhood or teaching credential must have their qualifications evaluated on a case-by-case basis by the Commission on Teacher Credentialing (CTC), which is the sole final authority on eligibility for a Child Development Permit or any related credential. Coursework completed at Theoria Technical College may contribute to those qualifications but does not constitute eligibility, and Theoria Technical College does not warrant employment or credentialing outcomes based on unit accumulation alone.

UNIT QUALIFICATIONS

- * With no units but showing current enrollment in at least 3 ECE units.
- ** With a total of 6 ECE units or more.
- *** With a total of 12 ECE units or more.
- ****With a total of 15 units or more (must include Administration course).
- *****With a total of 18 units or more (must include Administration and Infant course).

Academic Calendar

Theoria's instructional calendar is organized into block launches per semester. EEAS Core, EEAS Elective, and General Education courses launch on Sundays (5-week accelerated, with electives also offered in 13-week formats). ECE/CDA certificates launch on Saturday mid-block placements (13-week hybrid). The Fall 2026 calendar is fully adopted.

The Fall 2026, 2027, and 2028 calendars are adopted. Course dates are subject to regulatory requirements, enrollment demand, staffing, and institutional scheduling changes; students should rely on the official schedule issued at enrollment for confirmed course dates. Asynchronous courses launch on their scheduled dates even when the campus is closed for a holiday or in-service day; any in-person component affected by a closure is rescheduled to the next available session.

EEAS Core	Elective	ECE/CDA	GE	Holiday
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Fall 2026

Date	Semester	Course Code	Type	Course Name
08/02/2026	Fall 2026	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
08/02/2026	Fall 2026	EEAS-105	EEAS Core	Early Childhood Program Administration
08/09/2026	Fall 2026	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
08/09/2026	Fall 2026	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
08/16/2026	Fall 2026	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
08/16/2026	Fall 2026	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
08/16/2026	Fall 2026	ETHN-101	GE	Introduction to Ethnic Studies
08/23/2026	Fall 2026	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
08/23/2026	Fall 2026	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
08/23/2026	Fall 2026	HLTH-101	GE	Introduction to Health
08/29/2026	Fall 2026	ECE/CDA-100	ECE/CDA	Child Growth and Development
09/05/2026	Fall 2026	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
09/07/2026	Fall 2026	HOLIDAY	Holiday	Labor Day
09/12/2026	Fall 2026	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
09/13/2026	Fall 2026	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
09/13/2026	Fall 2026	EEAS-105	EEAS Core	Early Childhood Program Administration

09/13/2026	Fall 2026	EEAS-110	EEAS Elective	Cognitive Development: How Children Think
09/13/2026	Fall 2026	EEAS-210	EEAS Elective	Early Childhood Special Education
09/13/2026	Fall 2026	EEAS-410	EEAS Elective	S.T.E.A.M. for Infants and Toddlers
09/13/2026	Fall 2026	BIO-101	GE	Human Biology
09/19/2026	Fall 2026	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
09/20/2026	Fall 2026	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
09/20/2026	Fall 2026	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
09/27/2026	Fall 2026	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
09/27/2026	Fall 2026	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
09/27/2026	Fall 2026	HIS-101	GE	U.S. History First Founders to 1877
10/04/2026	Fall 2026	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
10/04/2026	Fall 2026	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
10/04/2026	Fall 2026	COMM-101	GE	Workplace Communication
10/18/2026	Fall 2026	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
10/18/2026	Fall 2026	EEAS-105	EEAS Core	Early Childhood Program Administration
10/18/2026	Fall 2026	EEAS-120	EEAS Elective	Effective Strategies for Challenging Behaviors
10/18/2026	Fall 2026	EEAS-320	EEAS Elective	Creating Environments for Learning
10/18/2026	Fall 2026	MTH-101	GE	College Math and Algebra
10/25/2026	Fall 2026	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
10/25/2026	Fall 2026	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
11/01/2026	Fall 2026	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
11/01/2026	Fall 2026	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
11/01/2026	Fall 2026	ENG-101	GE	English Composition
11/07/2026	Fall 2026	ECE/CDA-100	ECE/CDA	Child Growth and Development
11/08/2026	Fall 2026	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
11/08/2026	Fall 2026	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
11/11/2026	Fall 2026	HOLIDAY	Holiday	Veterans Day
11/14/2026	Fall 2026	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
11/15/2026	Fall 2026	SOC-101	GE	Introduction to Sociology

11/21/2026	Fall 2026	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
11/22/2026	Fall 2026	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
11/22/2026	Fall 2026	EEAS-105	EEAS Core	Early Childhood Program Administration
11/22/2026	Fall 2026	EEAS-330	EEAS Elective	Music and Movement
11/22/2026	Fall 2026	EEAS-610	EEAS Elective	Emotional Wellness and Trauma in Early Childhood
11/22/2026	Fall 2026	ENG-201	GE	Children's Literature
11/26/2026	Fall 2026	HOLIDAY	Holiday	Thanksgiving
11/28/2026	Fall 2026	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
11/29/2026	Fall 2026	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
11/29/2026	Fall 2026	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
12/06/2026	Fall 2026	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
12/06/2026	Fall 2026	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
12/13/2026	Fall 2026	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
12/13/2026	Fall 2026	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
12/25/2026	Fall 2026	HOLIDAY	Holiday	Christmas

Spring 2027

2027 and 2028 Draft calendar dates are published for planning only and are subject to Board approval, regulatory requirements, enrollment demand, staffing, and institutional scheduling changes. Students should rely on the official schedule issued at enrollment for confirmed course dates.

01/01/2027	Spring 2027	HOLIDAY	Holiday	New Year's Day
01/09/2027	Spring 2027	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
01/09/2027	Spring 2027	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
01/10/2027	Spring 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
01/10/2027	Spring 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
01/17/2027	Spring 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
01/17/2027	Spring 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
01/18/2027	Spring 2027	HOLIDAY	Holiday	MLK Jr. Day
01/24/2027	Spring 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices

01/24/2027	Spring 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
01/24/2027	Spring 2027	ETHN-101	GE	Introduction to Ethnic Studies
01/31/2027	Spring 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
01/31/2027	Spring 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
01/31/2027	Spring 2027	HLTH-101	GE	Introduction to Health
02/07/2027	Spring 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
02/07/2027	Spring 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
02/07/2027	Spring 2027	EEAS-110	EEAS Elective	Cognitive Development: How Children Think
02/07/2027	Spring 2027	EEAS-210	EEAS Elective	Early Childhood Special Education
02/07/2027	Spring 2027	EEAS-410	EEAS Elective	S.T.E.A.M. for Infants and Toddlers
02/07/2027	Spring 2027	BIO-101	GE	Human Biology
02/14/2027	Spring 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
02/14/2027	Spring 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
02/15/2027	Spring 2027	HOLIDAY	<i>Holiday</i>	<i>Presidents' Day</i>
02/21/2027	Spring 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
02/21/2027	Spring 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
02/21/2027	Spring 2027	HIS-101	GE	U.S. History First Founders to 1877
02/28/2027	Spring 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
02/28/2027	Spring 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
02/28/2027	Spring 2027	COMM-101	GE	Workplace Communication
03/06/2027	Spring 2027	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
03/14/2027	Spring 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
03/14/2027	Spring 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
03/14/2027	Spring 2027	EEAS-120	EEAS Elective	Effective Strategies for Challenging Behaviors
03/14/2027	Spring 2027	EEAS-320	EEAS Elective	Creating Environments for Learning
03/14/2027	Spring 2027	MTH-101	GE	College Math and Algebra
03/21/2027	Spring 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
03/21/2027	Spring 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
03/28/2027	Spring 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices

03/28/2027	Spring 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
03/28/2027	Spring 2027	ENG-101	GE	English Composition
<i>03/28/2027</i>	<i>Spring 2027</i>	<i>HOLIDAY</i>	<i>Holiday</i>	<i>Easter Sunday</i>
04/03/2027	Spring 2027	ECE/CDA-100	ECE/CDA	Child Growth and Development
04/04/2027	Spring 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
04/04/2027	Spring 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
04/04/2027	Spring 2027	SOC-101	GE	Introduction to Sociology
04/18/2027	Spring 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
04/18/2027	Spring 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
04/18/2027	Spring 2027	EEAS-330	EEAS Elective	Music and Movement
04/18/2027	Spring 2027	EEAS-610	EEAS Elective	Emotional Wellness and Trauma in Early Childhood
04/18/2027	Spring 2027	ENG-201	GE	Children's Literature
04/24/2027	Spring 2027	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
04/25/2027	Spring 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
04/25/2027	Spring 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
05/02/2027	Spring 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
05/02/2027	Spring 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
05/09/2027	Spring 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
05/09/2027	Spring 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
<i>05/09/2027</i>	<i>Spring 2027</i>	<i>HOLIDAY</i>	<i>Holiday</i>	<i>Mother's Day</i>
05/22/2027	Spring 2027	ECE/CDA-100	ECE/CDA	Child Growth and Development
05/22/2027	Spring 2027	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
05/22/2027	Spring 2027	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
<i>05/31/2027</i>	<i>Spring 2027</i>	<i>HOLIDAY</i>	<i>Holiday</i>	<i>Memorial Day</i>

Summer 2027

The Fall 2026, 2027, and 2028 calendars are adopted. Course dates are subject to regulatory requirements, enrollment demand, staffing, and institutional scheduling changes; students should rely on the official schedule issued at enrollment for confirmed course dates. Asynchronous courses launch on

their scheduled dates even when the campus is closed for a holiday or in-service day; any in-person component affected by a closure is rescheduled to the next available session.

† Asynchronous course launch. Course start proceeds on the scheduled date via the Orbund LMS; the campus is closed to in-person operations for the observed holiday. Any in-person component of an affected course is rescheduled to the next available session.

06/06/2027	Summer 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
06/06/2027	Summer 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
06/13/2027	Summer 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
06/13/2027	Summer 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
06/13/2027	Summer 2027	BIO-101	GE	Human Biology
06/19/2027	Summer 2027	HOLIDAY	<i>Holiday</i>	<i>Juneteenth</i>
06/20/2027	Summer 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
06/20/2027	Summer 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
06/20/2027	Summer 2027	HOLIDAY	<i>Holiday</i>	<i>Father's Day</i>
06/27/2027	Summer 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
06/27/2027	Summer 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
06/27/2027	Summer 2027	HIS-101	GE	U.S. History First Founders to 1877
07/03/2027	Summer 2027	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
07/04/2027	Summer 2027	HOLIDAY	<i>Holiday</i>	<i>Independence Day</i>
07/10/2027	Summer 2027	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
07/11/2027	Summer 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
07/11/2027	Summer 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
07/11/2027	Summer 2027	ENG-101	GE	English Composition
07/17/2027	Summer 2027	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
07/18/2027	Summer 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
07/18/2027	Summer 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
07/25/2027	Summer 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
07/25/2027	Summer 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach

07/25/2027	Summer 2027	SOC-101	GE	Introduction to Sociology
07/31/2027	Summer 2027	ECE/CDA-100	ECE/CDA	Child Growth and Development

Fall 2027

The Fall 2026, 2027, and 2028 calendars are adopted. Course dates are subject to regulatory requirements, enrollment demand, staffing, and institutional scheduling changes; students should rely on the official schedule issued at enrollment for confirmed course dates. Asynchronous courses launch on their scheduled dates even when the campus is closed for a holiday or in-service day; any in-person component affected by a closure is rescheduled to the next available session.

08/01/2027	Fall 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
08/01/2027	Fall 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
08/08/2027	Fall 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
08/08/2027	Fall 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
08/15/2027	Fall 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
08/15/2027	Fall 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
08/15/2027	Fall 2027	ETHN-101	GE	Introduction to Ethnic Studies
08/22/2027	Fall 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
08/22/2027	Fall 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
08/22/2027	Fall 2027	HLTH-101	GE	Introduction to Health
08/28/2027	Fall 2027	ECE/CDA-100	ECE/CDA	Child Growth and Development
09/04/2027	Fall 2027	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
09/06/2027	Fall 2027	HOLIDAY	Holiday	Labor Day
09/11/2027	Fall 2027	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
09/11/2027	Fall 2027	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
09/12/2027	Fall 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
09/12/2027	Fall 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
09/12/2027	Fall 2027	EEAS-110	EEAS Elective	Cognitive Development: How Children Think
09/12/2027	Fall 2027	EEAS-210	EEAS Elective	Early Childhood Special Education
09/12/2027	Fall 2027	EEAS-410	EEAS Elective	S.T.E.A.M. for Infants and Toddlers
09/12/2027	Fall 2027	BIO-101	GE	Human Biology

09/19/2027	Fall 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
09/19/2027	Fall 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
09/26/2027	Fall 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
09/26/2027	Fall 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
09/26/2027	Fall 2027	HIS-101	GE	U.S. History First Founders to 1877
10/03/2027	Fall 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
10/03/2027	Fall 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
10/03/2027	Fall 2027	COMM-101	GE	Workplace Communication
10/11/2027	Fall 2027	HOLIDAY	<i>Holiday</i>	<i>Indigenous Peoples' Day</i>
10/17/2027	Fall 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
10/17/2027	Fall 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
10/17/2027	Fall 2027	EEAS-120	EEAS Elective	Effective Strategies for Challenging Behaviors
10/17/2027	Fall 2027	EEAS-320	EEAS Elective	Creating Environments for Learning
10/17/2027	Fall 2027	MTH-101	GE	College Math and Algebra
10/23/2027	Fall 2027	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
10/24/2027	Fall 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
10/24/2027	Fall 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
10/31/2027	Fall 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
10/31/2027	Fall 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
10/31/2027	Fall 2027	ENG-101	GE	English Composition
10/31/2027	Fall 2027	HOLIDAY	<i>Holiday</i>	<i>Halloween</i>
11/07/2027	Fall 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
11/07/2027	Fall 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
11/07/2027	Fall 2027	SOC-101	GE	Introduction to Sociology
11/11/2027	Fall 2027	HOLIDAY	<i>Holiday</i>	<i>Veterans Day</i>
11/20/2027	Fall 2027	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
11/21/2027	Fall 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
11/21/2027	Fall 2027	EEAS-105	EEAS Core	Early Childhood Program Administration
11/21/2027	Fall 2027	EEAS-330	EEAS Elective	Music and Movement

11/21/2027	Fall 2027	EEAS-610	EEAS Elective	Emotional Wellness and Trauma in Early Childhood
11/21/2027	Fall 2027	ENG-201	GE	Children's Literature
11/25/2027	Fall 2027	HOLIDAY	Holiday	Thanksgiving
11/28/2027	Fall 2027	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
11/28/2027	Fall 2027	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
12/05/2027	Fall 2027	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
12/05/2027	Fall 2027	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
12/12/2027	Fall 2027	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
12/12/2027	Fall 2027	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
12/18/2027	Fall 2027	ECE/CDA-100	ECE/CDA	Child Growth and Development
12/18/2027	Fall 2027	ECE/CDA-200	ECE/CDA	Child, Family, and the Community

Spring 2028

† Asynchronous course launch. Course start proceeds on the scheduled date via the Orbund LMS; the campus is closed to in-person operations for the observed holiday. Any in-person component of an affected course is rescheduled to the next available session.

08/01/2027	Fall 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
01/01/2028	Spring 2028	HOLIDAY	Holiday	New Year's Day
01/08/2028	Spring 2028	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
01/08/2028	Spring 2028	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
01/09/2028	Spring 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
01/09/2028	Spring 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
01/16/2028	Spring 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
01/16/2028	Spring 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
01/17/2028	Spring 2028	HOLIDAY	Holiday	MLK Jr. Day
01/23/2028	Spring 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
01/23/2028	Spring 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
01/23/2028	Spring 2028	ETHN-101	GE	Introduction to Ethnic Studies
01/30/2028	Spring 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
01/30/2028	Spring 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum

01/30/2028	Spring 2028	HLTH-101	GE	Introduction to Health
02/06/2028	Spring 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
02/06/2028	Spring 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
02/06/2028	Spring 2028	EEAS-110	EEAS Elective	Cognitive Development: How Children Think
02/06/2028	Spring 2028	EEAS-210	EEAS Elective	Early Special Needs Education
02/06/2028	Spring 2028	EEAS-410	EEAS Elective	S.T.E.A.M. for Infants and Toddlers
02/06/2028	Spring 2028	BIO-101	GE	Human Biology
02/13/2028	Spring 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
02/13/2028	Spring 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
02/20/2028	Spring 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
02/20/2028	Spring 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
02/20/2028	Spring 2028	HIS-101	GE	U.S. History First Founders to 1877
02/21/2028	Spring 2028	HOLIDAY	<i>Holiday</i>	<i>Presidents' Day</i>
02/27/2028	Spring 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
02/27/2028	Spring 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
02/27/2028	Spring 2028	COMM-101	GE	Workplace Communication
03/04/2028	Spring 2028	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
03/12/2028	Spring 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
03/12/2028	Spring 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
03/12/2028	Spring 2028	EEAS-120	EEAS Elective	Effective Strategies for Challenging Behaviors
03/12/2028	Spring 2028	EEAS-320	EEAS Elective	Creating Environments for Learning
03/12/2028	Spring 2028	MTH-101	GE	College Math and Algebra
03/19/2028	Spring 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
03/19/2028	Spring 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
03/26/2028	Spring 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
03/26/2028	Spring 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
03/26/2028	Spring 2028	ENG-101	GE	English Composition
04/01/2028	Spring 2028	ECE/CDA-100	ECE/CDA	Child Growth and Development
04/02/2028	Spring 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three

04/02/2028	Spring 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
04/02/2028	Spring 2028	SOC-101	GE	Introduction to Sociology
04/16/2028	Spring 2028	HOLIDAY	Holiday	Easter Sunday
04/22/2028	Spring 2028	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
04/22/2028	Spring 2028	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
04/23/2028	Spring 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
04/23/2028	Spring 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
04/23/2028	Spring 2028	EEAS-330	EEAS Elective	Music and Movement
04/23/2028	Spring 2028	EEAS-610	EEAS Elective	Emotional Wellness and Trauma in Early Childhood
04/23/2028	Spring 2028	ENG-201	GE	Children's Literature
04/30/2028	Spring 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
04/30/2028	Spring 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
05/07/2028	Spring 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
05/07/2028	Spring 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
05/14/2028	Spring 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
05/14/2028	Spring 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
05/14/2028	Spring 2028	HOLIDAY	Holiday	Mother's Day
05/20/2028	Spring 2028	ECE/CDA-100	ECE/CDA	Child Growth and Development
05/20/2028	Spring 2028	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
05/29/2028	Spring 2028	HOLIDAY	Holiday	Memorial Day

Summer 2028

† Asynchronous course launch. Course start proceeds on the scheduled date via the Orbund LMS; the campus is closed to in-person operations for the observed holiday. Any in-person component of an affected course is rescheduled to the next available session.

08/01/2027	Fall 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
06/03/2028	Summer 2028	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
06/04/2028	Summer 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
06/04/2028	Summer 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
06/10/2028	Summer 2028	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care

06/11/2028	Summer 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
06/11/2028	Summer 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
06/11/2028	Summer 2028	BIO-101	GE	Human Biology
06/18/2028	Summer 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
06/18/2028	Summer 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
<i>06/18/2028</i>	<i>Summer 2028</i>	<i>HOLIDAY</i>	<i>Holiday</i>	<i>Father's Day</i>
<i>06/19/2028</i>	<i>Summer 2028</i>	<i>HOLIDAY</i>	<i>Holiday</i>	<i>Juneteenth</i>
06/25/2028	Summer 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
06/25/2028	Summer 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
06/25/2028	Summer 2028	HIS-101	GE	U.S. History First Founders to 1877
07/02/2028	Summer 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
07/02/2028	Summer 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
07/02/2028	Summer 2028	ENG-101	GE	English Composition
<i>07/04/2028</i>	<i>Summer 2028</i>	<i>HOLIDAY</i>	<i>Holiday</i>	<i>Independence Day</i>
07/09/2028	Summer 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
07/09/2028	Summer 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
07/16/2028	Summer 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
07/16/2028	Summer 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
07/16/2028	Summer 2028	SOC-101	GE	Introduction to Sociology
07/23/2028	Summer 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
07/23/2028	Summer 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
07/29/2028	Summer 2028	ECE/CDA-100	ECE/CDA	Child Growth and Development
07/29/2028	Summer 2028	ECE/CDA-200	ECE/CDA	Child, Family, and the Community

Fall 2028

08/01/2027	Fall 2027	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
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08/06/2028	Fall 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
08/06/2028	Fall 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
08/12/2028	Fall 2028	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
08/13/2028	Fall 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
08/13/2028	Fall 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
08/20/2028	Fall 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
08/20/2028	Fall 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
08/20/2028	Fall 2028	ETHN-101	GE	Introduction to Ethnic Studies
08/27/2028	Fall 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
08/27/2028	Fall 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
08/27/2028	Fall 2028	HLTH-101	GE	Introduction to Health
09/04/2028	Fall 2028	<i>HOLIDAY</i>	<i>Holiday</i>	<i>Labor Day</i>
09/09/2028	Fall 2028	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
09/10/2028	Fall 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
09/10/2028	Fall 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
09/10/2028	Fall 2028	EEAS-110	EEAS Elective	Cognitive Development: How Children Think
09/10/2028	Fall 2028	EEAS-210	EEAS Elective	Early Special Needs Education
09/10/2028	Fall 2028	EEAS-410	EEAS Elective	S.T.E.A.M. for Infants and Toddlers
09/10/2028	Fall 2028	BIO-101	GE	Human Biology
09/17/2028	Fall 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
09/17/2028	Fall 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
09/24/2028	Fall 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
09/24/2028	Fall 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
09/24/2028	Fall 2028	HIS-101	GE	U.S. History First Founders to 1877
09/30/2028	Fall 2028	ECE/CDA-100	ECE/CDA	Child Growth and Development
10/01/2028	Fall 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
10/01/2028	Fall 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
10/01/2028	Fall 2028	COMM-101	GE	Workplace Communication
10/07/2028	Fall 2028	ECE/CDA-200	ECE/CDA	Child, Family, and the Community

10/09/2028	Fall 2028	HOLIDAY	Holiday	Indigenous Peoples' Day
10/15/2028	Fall 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
10/15/2028	Fall 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
10/15/2028	Fall 2028	EEAS-120	EEAS Elective	Effective Strategies for Challenging Behaviors
10/15/2028	Fall 2028	EEAS-320	EEAS Elective	Creating Environments for Learning
10/15/2028	Fall 2028	MTH-101	GE	College Math and Algebra
10/22/2028	Fall 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
10/22/2028	Fall 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
10/29/2028	Fall 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
10/29/2028	Fall 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
10/29/2028	Fall 2028	ENG-101	GE	English Composition
10/31/2028	Fall 2028	HOLIDAY	Holiday	Halloween
11/05/2028	Fall 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
11/05/2028	Fall 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum
11/05/2028	Fall 2028	SOC-101	GE	Introduction to Sociology
11/10/2028	Fall 2028	HOLIDAY	Holiday	Veterans Day
11/19/2028	Fall 2028	EEAS-101	EEAS Core	Child Growth and Development: Childhood and Adolescence
11/19/2028	Fall 2028	EEAS-105	EEAS Core	Early Childhood Program Administration
11/19/2028	Fall 2028	EEAS-330	EEAS Elective	Music and Movement
11/19/2028	Fall 2028	EEAS-610	EEAS Elective	Emotional Wellness and Trauma in Early Childhood
11/19/2028	Fall 2028	ENG-201	GE	Children's Literature
11/23/2028	Fall 2028	HOLIDAY	Holiday	Thanksgiving
11/25/2028	Fall 2028	ECE/CDA-400	ECE/CDA	Infant/Toddler Development and Care
11/26/2028	Fall 2028	EEAS-102	EEAS Core	Child, Family, Community, and School Socialization
11/26/2028	Fall 2028	EEAS-106	EEAS Core	Health, Safety, and Nutrition for the Young Child
12/03/2028	Fall 2028	EEAS-103	EEAS Core	Early Childhood Curriculum: Theories, Methods, and Practices
12/03/2028	Fall 2028	EEAS-107	EEAS Core	Adult Supervision and Leadership: A Developmental Approach
12/10/2028	Fall 2028	EEAS-104	EEAS Core	Infant and Toddler Development: Conception to Age Three
12/10/2028	Fall 2028	EEAS-108	EEAS Core	S.T.E.A.M. for Preschool: Materials and Curriculum

12/23/2028	Fall 2028	ECE/CDA-100	ECE/CDA	Child Growth and Development
12/23/2028	Fall 2028	ECE/CDA-200	ECE/CDA	Child, Family, and the Community
12/23/2028	Fall 2028	ECE/CDA-300	ECE/CDA	Curriculum Theories, Methods, and Materials
<i>12/25/2028</i>	<i>Fall 2028</i>	<i>HOLIDAY</i>	<i>Holiday</i>	<i>Christmas</i>

Holidays Observed (2026 – 2028)

Holidays observed by Theoria Technical College during the catalog cycle include New Year’s Day, Martin Luther King, Jr. Day, Presidents’ Day, Easter Sunday, Mother’s Day, Memorial Day, Juneteenth, Father’s Day, Independence Day, Labor Day, Indigenous Peoples’ Day, Halloween, Veterans Day, Thanksgiving, and Christmas. Specific dates appear in the General Information section. The institution’s schedule pauses for in-service weekends and days as listed in the General Information section.

Campus closures do not necessarily suspend asynchronous LMS access unless expressly stated. Live sessions, administrative services, and campus access may be unavailable during holidays and in-service closures.

Acknowledgment & Signature

I have received a copy of the Theoria Technical College 2026 Academic Catalog and have had the opportunity to review its contents prior to signing the Enrollment Agreement. I understand that the policies in this catalog apply to my enrollment and that I am responsible for knowing the information contained herein.

Institutional Representative — Print Name:

_____ Date: _____

Institutional Representative — Signature:

_____ Date: _____

Student — Print Name: _____ **Date:** _____

Student — Signature: _____ **Date:** _____

The information contained in this catalog is true and correct in content and policy to the best of my knowledge.

Signature of the College President:

_____ Date: _____

Catalog Version Acknowledged: 2026 Academic Catalog, Volume 2, Edition 2.6, Revised July 6, 2026, effective January 1, 2026 – December 31, 2026.